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AUTHOR Gill, Douglas H.
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ABSTRACT

This program guide examines a comprehensive occupational preparation program for the handicapped that is fiscally responsible, in concert with current practice, and has practical application possibilities. Section 1 is a position statement for the guide. Section 2 is a diagram showing program goals and objectives. The purpose of section 3 is to examine occupational preparation for the handicapped individual within existing service delivery models in Georgia. It centers around the four major service delivery models that currently exist: work activity center, self-contained class setting, resource class setting, and regular class setting. Each is examined in regard to four component areas (identification, assessment, individual program plan/individual education program development, instructional alternatives), and each component area is addressed in terms of basic concepts, strategies, role definitions, and recommendations. Section 4 regards additional factors for consideration in program development, including job placement, program evaluation, financing, teacher education, vocational education youth club organizations, career counseling, and advisory groups. Section 5 contains program guide implementation strategies. A directory of interagency contact persons throughout Georgia is presented in section 6. (YLB)

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Program Guide For Developing a Comprehensive Program Of Occupational Preparation For Handicapped Individuals In Georgia

By

Douglas H. Gill
Principal Investigator

Pursuant To A Grant

To

The Division of Vocational Education
College of Education
The University of Georgia

George L. O'Kelley, Jr., Chairman

From

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Charles McDaniel
State Superintendent of Schools

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NATIONAL INSTITUTE OF EDUCATION

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FOREWORD

The program guide for Developing a Comprehensive Program of Occupational Preparation for Handicapped Individuals in Georgia is the product of a contract between the University of Georgia, Division of Vocational Education, and The Georgia State Department of Education, Office of Adult and Vocational Education. Although the request for proposal (RFP) for this product generally addresses the development of a program for the severely handicapped within the existing system of vocational education in the state, the product as a result of the contract is somewhat broader than that. This is due to the fact that the severely handicapped learner cannot simply be examined as a separate class of the handicapped population, and vocational education cannot simply be examined as an isolated series of activities independent of the occupational preparation process.

Considering the fact that vocational education is a major factor in the development of a comprehensive program of occupational preparation for the handicapped, it is interesting to note that after nearly twenty years of federal legislative mandate concerning a ten percent expenditure of federal vocational education funds on behalf of the handicapped learner, current Office for Civil Rights survey data shows that only two percent of students enrolled in secondary and post-secondary vocational education programs in Georgia have been identified as handicapped. In regard to individual program area taxonomies, the enrollment percentages are as follows: Agriculture 3 percent, Distributive Education 1 percent, Health Occupations 2 percent, Home Economics 3 percent, Business and Office Education 1 percent, Technical Education 1 percent, Trade and Industrial Education 3 percent, and Industrial Arts 1 percent. These low enrollment figures can be attributed to two glaring facts; (1) vocational education cannot singularly meet the employability needs of the handicapped, and (2) the lack of a cooperative comprehensive continuum that provides for occupational readiness, preparation and enhancement throughout the state.

For these reasons, and keeping in mind three major constraints imposed by the RFP that deal with economic feasibility, compatibility with existing service delivery models, and practicality of approach, this program guide examines a comprehensive occupational preparation program that is fiscally responsible, in concert with current practice, and has practical application possibilities. The program guide, in keeping with current legislative mandates, does not intend to create a separate and isolated system of services that will relegate severely handicapped learners to less than appropriate programming. It is conceivable that based on individual abilities, students categorized as severely handicapped can participate in any and all of the existing service delivery models described in this guide.

Since little has been done in the state regarding the defining of a comprehensive program of occupational preparation for all handicapped persons, it seems logical that this effort be fundamental in nature; fundamental in the sense that occupational preparation is viewed as a continuum of services, and fundamental in the sense that agencies and disciplines responsible for providing services for handicapped learners consolidate resources in a definitive direction.

The program guide addresses six major areas. These areas are: a position statement for the program guide, a statement of goal and corresponding objectives, an examination of occupational preparation within existing service delivery models in Georgia, additional factors for consideration, implementation strategies, and a directory of interagency contact persons throughout the state. It is hoped that the program guide will provide a logical starting point for the development of a comprehensive program of occupational preparation for handicapped individuals.

PROGRAM GUIDE FOR DEVELOPING A COMPREHENSIVE PROGRAM OF OCCUPATIONAL PREPARATION FOR HANDICAPPED INDIVIDUALS IN GEORGIA

Foreword i

CONTENTS

I. Position Statement 1

Bibliography 5

II. Program Goals and Objectives 6

III. Occupational Preparation and Existing Models of Service Delivery in Georgia 7

Figure 1. Service Delivery Model 9
Figure 2. Comparison Matrix 10

Occupational Preparation in the Work Activity Center Setting

Overview 13
Identification 15
Assessment 17
IPP/IEP Development 19
Instructional Alternatives 25

Occupational Preparation in the Self-Contained Class Setting

Overview 31
Identification 32
Assessment 34
IEP Development 36
Instructional Alternatives 41

Occupational Preparation in the Resource Class Setting

Overview 47
Identification 48
Assessment 50
IEP Development 52
Instructional Alternatives 58

Occupational Preparation in the Regular Class Setting

Overview 63
Identification 64
Assessment 66
IEP/IPP Development 68
Instructional Alternatives 74

IV. Additional Factors for Consideration in the Development of a Comprehensive Program of Occupational Preparation for the Handicapped 78

V. Program Guide Implementation Strategies 83

VI. Interagency Resource Directory 86

I. POSITION STATEMENT

This position paper is designed to establish parameters for a Georgia State Department of Education project entitled "The Development of a Comprehensive Program of Occupational Preparation for the Handicapped." A current review of the literature pertaining to this topic indicates that there are at least three major concerns that will have a significant impact on how this project is addressed. These three concerns are as follows: (1) a U. S. Office of Education position statement on vocational education of handicapped persons published in The Federal Register on September 25, 1978, (2) the establishment of a developmental work adjustment hierarchy (Oetting and Miller, 1977), and (3) the realization of a conceptual conflict between the notion of training as opposed to education (Parker, 1970 and Skinner, 1968).

Embarking on a project of this nature is a parallel attempt by the state to identify and define an appropriate comprehensive occupational preparation program for the handicapped learner in concert with that which was targeted in the USOE position statement. In that statement, it was determined that "an appropriate comprehensive vocational education will be available to every handicapped person . . ." This statement, jointly issued by the then Bureau of Occupational and Adult Education, and Bureau of Education for the Handicapped included several basic assumptions that form the foundation of the position. These assumptions are stated as follows:

1. The provision of an appropriate comprehensive vocational education is dependent upon all segments of the educational system . . .

2. Appropriate comprehensive vocational education for the handicapped must include cooperative relationships between the educational sector and the employment sector to facilitate the transition from school to work.

3. Appropriate comprehensive vocational education for handicapped persons will provide sequential educational instruction and training appropriate to the needs and progress of each handicapped individual.

4. Appropriate comprehensive vocational education will reduce the number of handicapped persons who are unemployed by providing the education needed for effective participation in the labor force . . .

5. Appropriate comprehensive vocational education will, to the maximum extent possible, identify and eliminate factors such as attitudinal and environmental barriers, which determine to a large degree the impact that specific handicaps have on individuals (Federal Register, 43 (186), 1978).

This position statement helps to clarify the need for an appropriate comprehensive occupational preparation for handicapped persons. It does little in terms of defining what kinds of specific programs and activities would constitute such an effort. Certainly a hint as to the kinds of programs and activities that would constitute such an effort was offered in the development of a work adjustment hierarchy (Oetting and Miller, 1977). The hierarchy was related to the severely disadvantaged, but it appears to have a direct application to the process of occupational development for any student. Although there are other work adjustment and career development theories that may be explored, the work adjustment hierarchy appears to have the most clearly defines stages that can be directly linked to the development of a comprehensive continuum.

The work adjustment hierarchy consists of the identification of eleven levels of adjustment to work. These eleven levels are then organized into three major groups: an acquisition group (readiness), a maintenance group (preparation), and an upgrading group (enhancement). A set of sequential steps on levels make up each of the three groups. Work orientation, job readiness and job getting steps comprise the acquisition group. Job conformance, entry level performance, interpersonal relations, skilled performance and job satisfaction are included in the maintenance group. The sequential steps involved in the upgrading group are orientation for change, advancement readiness, job or promotion getting and high level job maintenance.

Part of the difficulty in developing an appropriate comprehensive program for the handicapped apparently lies in the inability of the various disciplines and agencies responsible for occupational development of the handicapped to functionally define their role and responsibilities (Young, 1978, NASBE, 1979). As previously stated, the development of a work adjustment hierarchy may provide some indications as to how and where differentiations may begin to occur. For example, if special education, vocational education and vocational rehabilitation are considered to be the primary service providers for the handicapped learner in reference to occupational preparation, then the role and responsibility for each will either increase or decrease as the student sequentially moves toward occupational self-sufficiency. This relationship to a continuum of services model that was alluded to in the USOE position statement can be readily seen in the first three assumptions that form the basis of the federal posture. Briefly, these assumptions are that a comprehensive vocational education is dependent on all segments of the educational system, cooperative relationships must foster the transition from school to work, and sequential education and training must be provided.

It is interesting to note that education and training are referred to separately, for this distinction of terms has created a third major concern regarding the development of a model program of occupational preparation for the handicapped. In the literature review there seems to be a conceptual conflict that exists between the terms "education" and "training." In all of the programs identified in the literature search, vocational education and vocational training appeared to be synonymous terms. Further study reveals that they are, in fact, not synonymous. Training is skills acquisition and education is skills utilization (Parker, 1970). Although training is a part of the education process, it does not singularly constitute that process (Skinner, 1978). The product produced as a result of this project requires that a comprehensive program emerge. The USOE position statement calls for a broad and appropriate approach, and the

work adjustment hierarchy verifies that there is more to occupational preparation than simply skill(s) acquisition.

With a comprehensive design, work adjustment hierarchy, and a distinction between education and training in mind, this project endeavors to move towards an appropriate, comprehensive, hierarchial program of occupational preparation for the handicapped individual. It is forseeable that with these parameters being firmly established, a set of clearly defined goals and objectives will result. The goal of the project will center around the provision of an appropriate comprehensive approach. Within the definition of each option, the role and responsibilities of the primary service providers of special education, vocational education and vocational rehabilitation can be delineated. However, it is important to recognize that this definition of specific options must: (a) be parallel to a developmental hierarchy of work adjustment, and (b) provide for skill utilization as well as skill attainment.

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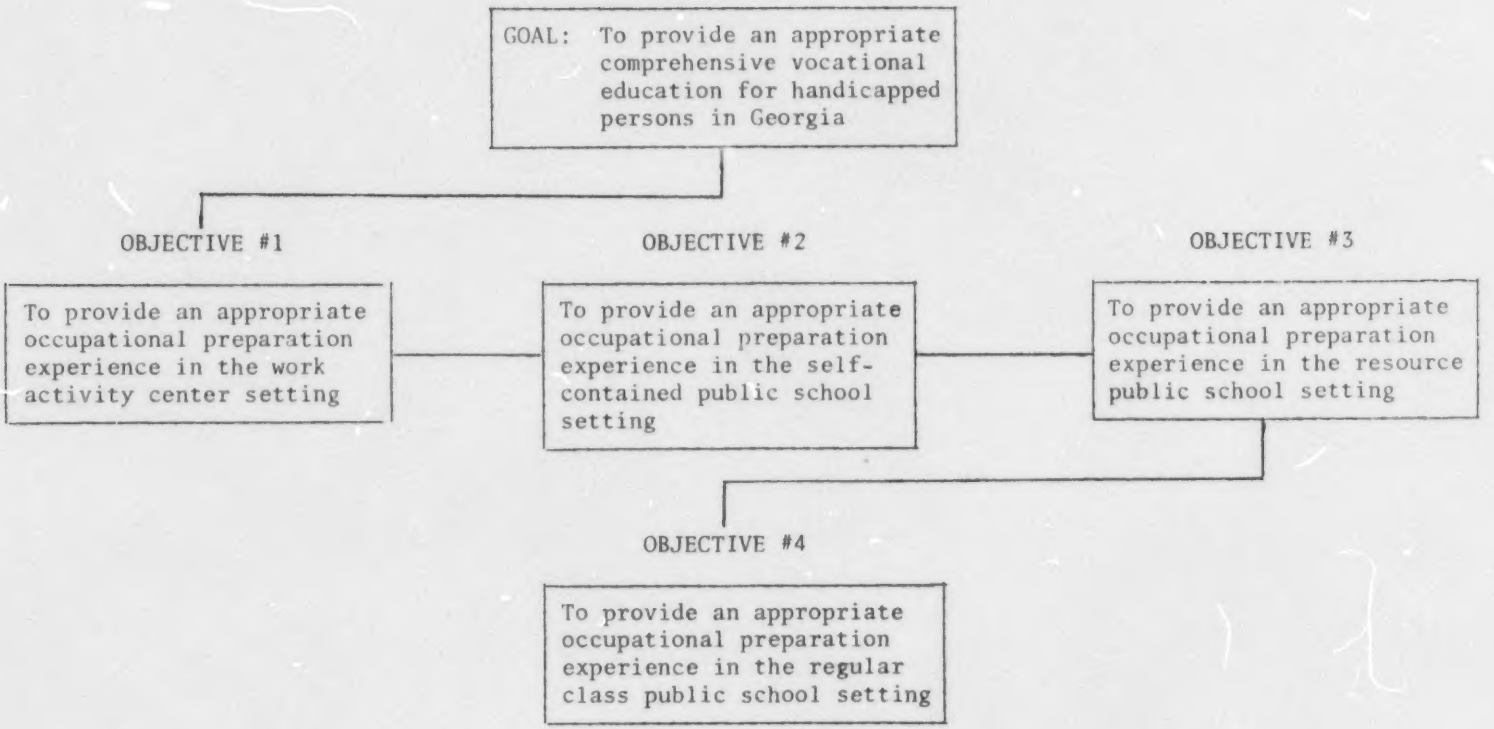
II. PROGRAM GOALS AND OBJECTIVES


GOAL: To provide an appropriate comprehensive vocational education for handicapped persons in Georgia
OBJECTIVE #1
To provide an appropriate occupational preparation experience in the work activity center setting
OBJECTIVE #2
To provide an appropriate occupational preparation experience in the self-contained public school setting
OBJECTIVE #3
To provide an appropriate occupational preparation experience in the resource public school setting
OBJECTIVE #4
To provide an appropriate occupational preparation experience in the regular class public school setting

III. OCCUPATIONAL PREPARATION AND EXISTING MODELS OF SERVICE DELIVERY IN GEORGIA

Introduction

The purpose of this section of the program guide is to examine ways in which a consistent emphasis on occupational preparation for the handicapped individual within the confines and context of existing service delivery models in Georgia can be introduced. Existing service delivery model simply denotes basic statewide instructional preparation structures. As a pioneer effort in this regard, several key points and considerations must be examined.

First of all, developing a comprehensive program of this nature dictates that each service delivery model begin to simultaneously move towards a common goal. Secondly, although each service delivery model is somewhat different, the principles of occupational preparation are essentially the same. A third consideration is that developing a comprehensive continuum of services generally requires that a conceptually consistent frame of reference be established. And fourth, since such a tremendous amount of arduous effort still remains in this area, generic considerations must be explored at the outset.

It is for these reasons that whenever possible, the same language will be utilized to solidify occupational directions for each service delivery model component. This similarity of description is purposeful and designed in an attempt to counteract the inconsistency of approach that is detrimental to comprehensive program fulfillment. The uniqueness of individuality of a given service delivery model approach towards the common goal lies in the actual implementation of the concept. This allows for the molding of programs to people rather than the molding of people to programs. Developing a comprehensive continuum implies that there exists a conceptual flow in and among basic instructional program structures.

The service delivery model that will singularly meet the employability needs of the diverse totality of the handicapped population apparently does

not exist because by definition, all handicapped learners have highly unique and individual needs. Approaching the subject of a comprehensive program of occupational preparation for the handicapped from this point of view implies that the separate service delivery models must step forward in unison towards a single focus so that student growth and development in terms of economic productivity is unobstructed by program design.

Organization

This section of the program guide centers around the four major service delivery models of occupational preparation for the handicapped that currently exist in the state; the work activity center, the self contained class setting, the resource class setting, and the regular class setting. While each service delivery model is dealt with separately and preceded by a common flow chart depicting student movement, each is examined in regard to four component areas. These component areas are identification, assessment, individual program plan/individual education program development, and instructional alternatives. In addition, each of the component areas are addressed in terms of basic concepts, strategies, role definitions, and recommendations. An overall schematic is provided in Figure 1.

It is intended that organizing the section in this manner will not only allow each service delivery model to be viewed independently in reference to occupational preparation, it will allow the service models to be viewed in composite. The similarity between isolated and composite views can help to more clearly define a comprehensive continuum. The similarity can be viewed in relationship to a comparison matrix. The comparison matrix is shown in Figure 2.

Figure 1

SCHEMATIC FOR EXAMINING
OCCUPATIONAL PREPARATION AND
EXISTING SERVICE DELIVERY MODELS

SERVICE DELIVERY MODEL

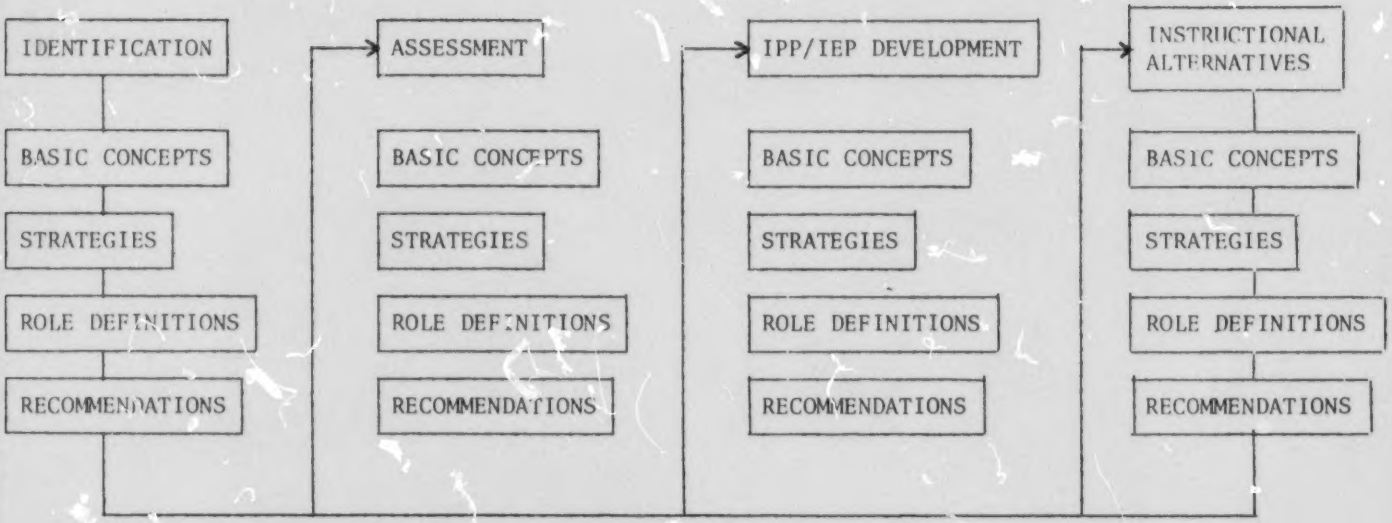


Figure 2

Comparison Matrix

Key to Symbols: x = basically the same

\+ = some difference which is appropriate to that setting

\- = some difference that is not appropriate to the setting

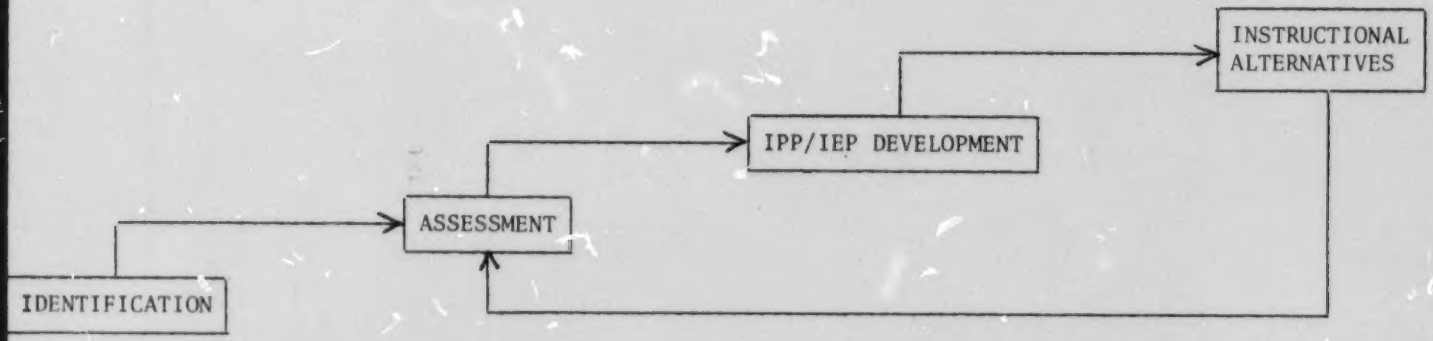
Section Components	Work Activity	Self Contained	Resource Class	Regular Class
I. Identification				
A. Basic Concepts	x	x	x	x
B. Strategies	x	x	x	x
C. Role Definition	x	x	x	x
1. Special Ed.	x	x	x	x
2. Vocational Ed.	x	x	x	x
3. Vocational Rehab.	x	x	x	x
D. Recommendations	x	x	x	x
II. Assessment				
A. Basic Concepts	x	x	x	x
B. Strategies	x	x	x	x
C. Role Definition	x	x	x	x
1. Special Ed.	+	+	+	+
2. Vocational Ed.	+	+	+	+
3. Vocational Rehab.	+	+	+	+
D. Recommendations	+	+	+	+

Section Components	Work Activity	Self Contained	Resource Class	Regular Class
III. IEP Development				
A. Basic Concepts	x (IPP/IEP)	x (IEP)	x (IEP)	x (IEP)
B. Strategies for IEP	x	x	x	x
C. Role Definition*				
1. Special Ed.	x	x	x	x
2. Vocational Ed.	x	x	x	x
3. Vocational Rehab.	x	x	x	x
D. Recommendations	x	x	x	x
IV. Instructional Alternatives				
A. Basic Concepts	x	x	x	x
B. Strategies	x	x	x	x
C. Role Definition				
1. Special Ed.	+	x	x	x
2. Vocational Ed.	x	x	+ Provide full part. in reg. voc. ed.	+ Provide full part. in reg. voc. ed.
3. Vocational Rehab.	x	x	+	+
D. Recommendations	x	x	+	+

OCCUPATIONAL PREPARATION

IN

THE WORK ACTIVITY CENTER SETTING



Overview

Although the work activity center generally constitutes the most restrictive service delivery model option currently available to the handicapped learner, it does provide the opportunity for development of occupational proficiencies in a controlled environment. By virtue of the fact that the work activity center is primarily supported by the Department of Human Resources, and is usually physically separate from the public school setting, the role of vocational education per se, at this level, is somewhat limited. However, maintaining the consistency of approach that is necessary for comprehensive program fulfillment dictates that the basic principles of occupational development be carefully considered.

Even if specifically defined job opportunities available to the work activity center program completer are more narrow in focus than the job opportunities that would be available to program completers from another service delivery model option, work activity center program participants must be provided a full educational opportunity goal to obtain the skills necessary for competitive or even sheltered workshop employment. (Sheltered workshop employment may be a component of the work activity center. However, a sheltered workshop does not singularly represent the work activity center approach.)

The work adjustment hierarchy and distinction between training and education referred to in the position paper provide a basis for occupational development at the work activity center, as is the case with all service delivery model options. These concepts also provide the basis and reference point for the definition of interagency role and responsibilities, as well as the basic concepts, strategies and recommendations that flow from the areas of identification, assessment, IPP/IEP* development and instructional alternatives. Furthermore, it is important to note that as the initial step in the development of a comprehensive program of occupational preparation for the handicapped learner, the work activity

center can help to establish and set directions for a consistent base for occupational development that can be expanded and enhanced as part of a natural progression in less restrictive settings.

*Individual Program Plan (IPP) is a term utilized by the Department of Human Resources. The IPP is analagous to the Individualized Education Program (IEP).

OCCUPATIONAL PREPARATION

IN

THE WORK ACTIVITY CENTER SETTING

IDENTIFICATION

Basic Concepts

1. Student is at a point of occupational development where the work activity center is the most appropriate and least restrictive instructional alternative
2. Work activity center programming best offers nature and extent of what is currently needed for student to become occupationally successful
3. Severity of handicap does not preclude student from being occupationally proficient to some degree at the work activity center level
4. The work activity center does not necessarily constitute a terminal placement in regard to occupational development

Strategies

The identification and classification of students at the work activity center level is generally a conbination of effort between the local system program of special education and local agency representatives of The Department of Human Resources. This combination of effort may require a combination of procedures which are outlined in appropriate documentation at the local level, such as The Comprehensive Plan for Special Education. Specific contact persons in this regard can be found in the resources section of this program guide.

Role Definition

Special Education

1. Assume responsibility for identification and due process of school age handicapped youth

2. Conduct child find and sweep screening efforts
3. Consolidate student resource information
4. Forward relevant referral and identification data to appropriate agencies

Vocational Education or other occupational preparation personnel (work station supervisors, work study coordinators, employers, etc.)

1. Participate in the referral process of students that may be eligible for special education or Department of Human Resources/Vocational Rehabilitation services
2. Appropriately assist in sweep screening efforts
3. Provide information necessary for adequate student referral

Department of Human Resources/Vocational Rehabilitation

1. Assume responsibility for identification and due process of all eligible handicapped persons residing in specific service areas
2. Consolidate identification efforts with local educational agency
3. Exchange pertinent information with appropriate local educational agency personnel on an as needed basis
4. Purchase individual identification efforts for eligible clients as the need arises

Recommendation

1. Coordinate and if necessary, redefine fiscal agency responsibilities in terms of student identification
2. Establish or re-emphasize existing local or multi-area interagency council to increase occupational preparation as a priority area
3. Revise, establish or update local interagency agreement to include delineation of responsibilities between participating agencies
4. Develop implementation plan based on state and local cooperative agreement
5. Establish and promote model cooperative agency practices in regard

to occupational preparation in The Work Activity Center

ASSESSMENT

Basic Concepts

1. Student potential can be determined in relationship to capacity for work and gainful employment
2. Traditional assessment practices do not clearly focus on student resources for occupational preparation
3. An ongoing integrated assessment model can be more adept at determining a student's vocational potential than a single focus assessment
4. Assessment is cyclical in nature, it establishes an initial frame of reference that is adapted and modified over time
5. Appropriate assessment is the foundation of appropriate instruction in the Work Activity Center setting

Strategies

The formal student assessment process which deals with validated diagnosis and evaluation of handicapped persons is carried out in conjunction with systematic procedures outlined in the local comprehensive plan for special education, as well as through established procedures in The Department of Human Resources and in The Division of Vocational Rehabilitation. The informal assessment process is, of course, unique to every instructional setting and situation. However, in reference to occupational preparation, it is important to note that the basic concepts set forth in this section should be strongly considered.

Role Definition

Special Education

1. Assume a shared responsibility for diagnosis and evaluation of identified handicapped persons with The Department of Human

Resources and the Division of Vocational Rehabilitation

2. Require that occupational readiness and prevocational data be included on all assessment reports
3. Consolidate and share assessment data with appropriate ancilliary agency personnel
4. Include a prevocational education implications component in all House Bill 671 course work (State mandate regarding education of the handicapped) and staff development activities

Vocational Education or Other Occupational Preparation Personnel (Work Station Supervisors, Work Study Coordinators, Employers, etc.)

1. Assist in the identification of appropriate occupational readiness and prevocational behaviors (e.g. task attentiveness, initiation of new tasks, punctuality, peer relations, etc.)
2. Help match appropriate occupational readiness and prevocational behaviors with appropriate occupational readiness and prevocational activities
3. Include a prevocational education implication component in all in-service and staff development activities

Department of Human Resources/Vocational Rehabilitation

1. Assume a shared responsibility for diagnosis and evaluation of identified handicapped persons with the local education agency's program of special education
2. Require that occupational readiness and prevocational data be included on all assessment reports
3. Consolidate and share assessment data with appropriate local education agency personnel
4. Include a prevocational education implications component in all in-service and staff development activities

Recommendations

1. Assessment of all students, regardless of age, should attempt to

focus on degree of prevocational development and occupational readiness

2. Assessment data should attempt to match student occupational preference and aptitude with potential vocational preparation opportunities
3. Direct measurement of target behaviors should be utilized as a primary assessment tool
4. A series of leadership development activities should be conducted in the area of occupational readiness and prevocational development with vocational educators, special educators, personnel and Vocational Rehabilitation/Department of Human Resources representatives
5. Following the leadership development activities, leadership personnel in the Work Activity Center setting should conduct staff in-service activities in the area of occupational readiness and prevocational development

IPP/IEP DEVELOPMENT

Basic Concepts

1. The Individual Program Plan (IPP)/Individualized Education Plan (IEP) is a process (continuous actions and treatment) rather than simply a procedure (traditional order of events).
2. The IPP/IEP increases in potential employment specificity as the student progresses towards occupational proficiency
3. The IPP/IEP is designed to instructionally challenge both student and instructor
4. The IPP/IEP is a team effort in which key personnel all play equally important roles in developing objectives, materials and identifying materials throughout the entire process
5. The occupational preparation aspects of the IPP/IEP is an integral part to the total IPP/IEP effort
6. The IPP/IEP serves as the barometer of instructional progress in the Work Activity Center setting

Strategies

As an outgrowth of direct federal legislation, the IPP/IEP is intended to strengthen the quality and extent of services for handicapped learners. It is also intended to outline the scope and sequence of the handicapped learner's educational experience, regardless of instructional setting. The occupational preparation aspects of the IPP/IEP is that portion of the total document that is directly related to the area of occupational preparation. There are basically four major areas of IPP/IEP development. The following strategies are presented for each of the four developmental areas.

1. Determination of present level of occupational performance

   Items of Consideration

   A. Student preferred area of occupational interest
   B. Results of available occupational interest assessments
   C. Results of available occupational aptitude assessments
   D. Direct measurement of operationally defined prevocational behaviors
   E. Prior occupational experiences
   F. Physical capacity for work
   G. Mental capacity for work
   H. Any additional data that may impact on occupational performance

   Where to Include

   As part of student assessment data on total IPP/IEP service plan

2. Statement of annual goals and short term objectives

   A. Annual goal

      The purpose of the annual goal in relationship to occupational preparation is to establish an annual instructional target. This instructional target should pinpoint measurable, occupationally related performance that will be exhibited by the student at the end of the year. The establishment of realistic instructional targets in this regard requires that personnel with expertise in the area of occupational content be

extensively utilized (instructor, supervisor, employer). Without that expertise it is doubtful that realistic occupationally related targets can be defined. If they are not defined, the net result is little more than "hit and miss."

The context of the annual goal in reference to occupational preparation can be ascertained from the learner's present level of occupational performance and to some extent the availability of instructional options, although the learner is not necessarily limited to what is available. For example, if the learner does not exhibit characteristics of being ready to begin a specific occupational pursuit, then the learner's annual goal should focus on achieving a state of occupational readiness prior to beginning a specific occupational pursuit. On the other hand, if the learner does appear to be ready to begin a specific occupational pursuit, then the annual goal should focus on direct preparation in an appropriate occupational area within the realm of what is available, what is appropriate, and what can be suitably modified. In this instance, the annual goal should reflect the development of a specific skill or set of skills that will enable the learner to obtain paid employment at the highest appropriate level of job entry.

B. Short Term Objectives

The purpose of the short term objective is to establish or set intermediate instructional targets relative to pursuit of the annual goal. The short term objectives then serve to spell out how the annual goal will be accomplished in sequential order.

If the annual goal deals with the attainment of occupational readiness, the short term objectives will identify those intermediate behaviors that collectively constitute a state of occupational readiness. If the annual goal deals with the attainment of a specific

skill or set of skills that enable the learner to obtain a "paying" job, the short term objectives will identify those intermediate steps that are involved in specific skills attainment.

It is also important to note that the IPP/IEP is an annual plan, it is not analagous to a daily lesson plan. Unit plans and daily lesson plans are subsequent outgrowths of properly developed short term objectives. As in the case of the annual goal, bona fide expertise in occupational content is a critical factor in the development of valid short term objectives.

Where to Include:

Since both the long range goal and short term objectives serve as an instructional outline, they should be included as an attachment to the overall IPP/IEP and also inserted in the appropriate place on the total service plan. The attachment can then move with the learner into the occupational preparation setting.

3. Specification of occupational preparation services to be provided

Items of Consideration:

A. Date of IPP/IEP initiation

B. Occupational preparation program(s) that learner will be enrolled in

C. Additional agencies or disciplines that will be involved in IPP/IEP implementation

D. Occupational preparation curriculum or equipment modifications that will be provided for learner

E. Nature and extent of academically related instructional support

F. Projected length of services

G. Projected IPP/IEP review for update

Where to Include:

In appropriate section on total service plan

4. Specification of evaluative criteria

When annual goals and short term objectives are properly stated, they should include evaluative criteria. However, as goals and objectives are met, they should be checked off and recorded. Proof of attainment such as observation data, test results, and checklists, etc., can be kept in individuals folders and presented at the upcoming IPP/IEP review session.

It should be pointed out, though, that the focus of evaluation is not only directed at the learner. The evaluation should also attempt to ascertain how well the total IPP/IEP is being implemented. Specific implementation strategies and techniques significantly impact on learner performance. The way in which the learner is evaluated is certainly as important as the fact that the learner is being evaluated.

Role Definition

Special Education

If learner is under auspices of special education

1. Organize staffing based upon mutual convenience of participants
2. See that due process procedures are strictly observed
3. Present information relative to individual student learning characteristics
4. Organize present level of occupational performance data
5. Conduct staffing proceedings
6. Assume management of IPP/IEP implementation
7. Provide instructional support services to both student and instructors

If learner is not under auspices of special education,

1. Contribute additional per student observations in terms of familiarity with learner

2. Appropriately assist in the implementation of the IPP/IEP

Vocational Education or Other Appropriate Occupational Preparation Personnel (Work Station Supervisors, Work Study Coordinators, Employers, etc.)

1. Analyze current occupational preparation program to determine applicability to learner
2. Match student learning characteristics with content of current occupational preparation offerings
3. Specify additional services that are necessary for student to become occupationally successful
4. Implement IPP/IEP accordingly
6. Appropriately monitor and evaluate student progress
7. Modify occupational preparation program as necessary

Department of Human Resources/Vocational Rehabilitation

If learner is under auspices of Department of Human Resources/Vocational Rehabilitation

1. Organize staffing based upon mutual convenience of participants
2. See that due process procedures are strictly observed
3. Present information relative to individual student learning characteristics
4. Organize present level of occupational performance data
5. Conduct staffing proceedings
6. Assume management of IPP/IEP implementation
7. Provide instructional support to both student and instructors

If learner is not under the auspices of Department of Human Resources/ Vocational Rehabilitation

1. Contribute additional per student observations in terms of familiarity with learner
2. Appropriately assist in the implementation of the IPP/IEP

Recommendations

1. The IPP/IEP must begin to be considered as an instructional process

rather than an administrative procedure

2. When occupational development is addressed in the IPP/IEP vocational educators or other appropriate occupational preparation personnel must be involved
3. Plans should be formulated to conduct appropriate joint staff development activities in relationship to developing the occupational preparation aspects of the IPP/IEP
4. All IPP/IEP's should begin to address prevocational development and occupational readiness at the earliest possible date

INSTRUCTIONAL ALTERNATIVES

Basic Concepts

1. Although the learner is involved in the Work Activity Center setting, it does not preclude that the student still be provided instructional support services on an individual basis
2. Vocational educators or other appropriate occupational preparation personnel do not possess enough specialized teaching expertise to independently prepare the handicapped learner for a specific occupational pursuit
3. Special educators or other appropriate instructional support personnel do not possess enough expertise in the area of occupational content to independently prepare the handicapped learner for a specific occupational pursuit
4. Consistent monitoring and follow-up of handicapped learners engaged in occupational preparation programs is of the utmost importance
5. The IPP/IEP is an instructional linkage mechanism for all appropriate agencies and disciplines upon which instruction is predicated
6. Vocational Rehabilitation can significantly augment the occupational preparation process

Strategies

Instruction in the occupational preparation process at the Work Activity Center setting should exhibit at least seven major characteristics. These seven characteristics are as follows:

1. The three basic stages of occupational development (readiness, preparation and enhancement) are planned for and accomodated
2. The learning process utilizes a wide variety of instructional contingencies so that the learner is afforded a full opportunity to develop occupational proficiencies that are not bound by a particular teaching method
3. Occupational preparation programs are based on realistic employment possibilities within the community
4. The content of occupational preparation programs is technically valid in terms of instructional content and methodology
5. There exists ample opportunity for the learner to further develop occupational proficiencies at the highest possible level
6. Academically related instruction is designed to reinforce occupational skill development
7. Instruction and the planning for instruction is a team effort in which all appropriate personnel play equally important and complementary roles

Role Definition

Special Education

As primary service provider

1. Assume bulk of responsibility for helping to harmoniously arrange learner's schedule of events and activities
2. Arrange for the provision of necessary supportive services
3. Follow-up handicapped learners involved in occupational preparation programs on a regular basis

4. Reinforce direct occupational content of preparation programs in the academically related supportive service environment
5. Help direct the evaluative process for handicapped learners involved in occupational preparation programs in regard to assessment technique.
6. Provide appropriate prerequisite occupational readiness and prevocational instruction prior to learner's entering occupational preparation programs

As a secondary service provider,

1. Provide input for revision and updating of IPP/IEP
2. Help design and implement supplementary activities and experiences for learners pursuing individual employment objectives
3. Assist in seeking placement outlets consistent with the learner's occupational preparation

Vocational Education or Other Appropriate Occupational Preparation Personnel (Work Station Supervisors, Work Study Coordinators, Employers, etc.)

1. Serve as resource personnel in the development of occupational readiness and prevocational instructional programs
2. Work with appropriate personnel to ensure proper arrangement of learner's schedule of events and activities
3. Work with supportive instructional personnel on a regular basis
4. Ensure that the content of the occupational preparation program is technically valid
5. Analyze the occupational preparation program in an effort to ascertain potential employment possibilities
6. Help revise and update the IPP/IEP on an ongoing basis
7. Help direct the evaluation process for handicapped learners involved in occupational preparation programs in a performance based manner

8. Identify and help define meaningful instructional support activities for supportive service instructors

Department of Human Resources/Vocational Rehabilitation

As primary service provider,

1. Assume bulk of responsibility for arrangement of learner's schedule
2. Arrange for the provision of necessary supportive services
3. Follow-up handicapped learners involved in occupational preparation programs on a regular basis
4. Reinforce direct occupational content of preparation programs in the academically related supportive service environment
5. Help direct the evaluation process for handicapped learners involved in occupational preparation programs regarding assessment technique
6. Provide appropriate prerequisite occupational readiness and prevocational instruction prior to learners' entering occupational preparation programs

As a secondary service provider,

1. Provide input for revision and updating of IPP/IEP
2. Help design and implement supplementary activities and experience for learners pursuing individual employment objectives
3. Assist in seeking placement outlets consistent with students' preparation
4. Consolidate IPP/IEP and IWRP to establish continuum of services
5. Purchase individual services on an as needed basis for eligible learners

Recommendations

1. Focus on occupational preparation at all levels of instruction, regardless of learner age
2. Develop an extensive occupational readiness and prevocational curriculum

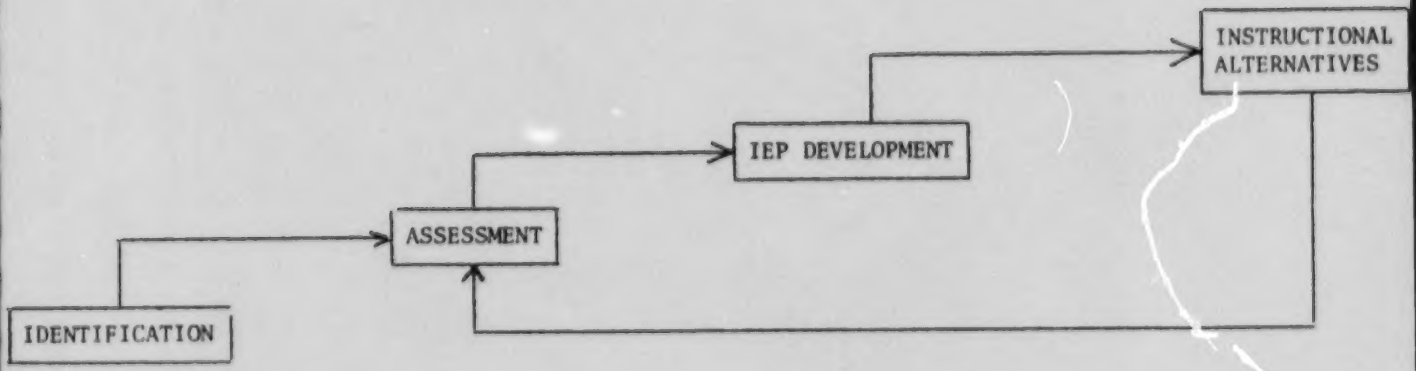
for all handicapped learners

3. Develop interagency staff development activities and supplement them with complementary intra-agency staff development activities
4. Develop a "trainer of trainers" model approach for inservice at the local level so that personnel preparation in regard to occupational development is conceptually consistent
5. Develop and enhance state model cooperative working relationships for adoption at the local level
6. Develop resource specialists in vocational education that would function similarly to resource specialists in special education. These highly skilled persons could then help consolidate occupational preparation efforts

OCCUPATIONAL PREPARATION

IN

THE SELF CONTAINED CLASS SETTING



Overview

The self contained class setting usually places the handicapped learner within the confines of the public school environment, and is primarily under the direction of the Program for Exceptional Children. The self contained placement indicates that the learner is somewhat isolated within the public school structure. In reference to occupational preparation, it should be emphasized that same principles of occupational development that had application as the work activity center again have application at the self contained setting. The difference is environmental and in terms of potential employment possibilities.

Generally speaking, potential employment possibilities of self contained program completers are less broad than the resource and regular class service delivery options, but broader than those experienced by work activity center participants. Work activity center participants may spend more time in attaining occupational readiness and prevocational development prior to occupational preparation and enhancement than the self contained program participant. On the other hand, the self contained class participant may spend more time in occupational readiness and prevocational development prior to occupational preparation and enhancement activities than the resource or regular class participant.

Irregardless, the occupational development process is based on the same systematic hierarchial adjustment to work and an emphasis on skills utilization. Self contained placement may also afford the learner with some exposure to formal vocational education even if the exposure is limited to the development of a specific skill or set of skills derived from an isolated segment of the regular vocational education curriculum.

OCCUPATIONAL PREPARATION

IN

THE SELF-CONTAINED CLASS SETTING

IDENTIFICATION

Basic Concepts

1. Student is at a point of occupational development where the self contained classroom is the most appropriate and least restrictive instructional alternative
2. Self contained class programming best offers nature and extent of what is currently needed for student to become occupationally successful
3. Severity of handicap does not preclude student from being occupationally proficient to some degree at the self contained class level
4. The self contained class does not necessarily constitute a terminal placement in regard to occupational development

Strategies

The identification and classification of students in the self contained setting is generally a combination of effort between the local system program of special education and local agency representatives of The Department of Human Resources. The combination of effort requires a cooperative procedural arrangement. This interfacing of procedures can be found in the local comprehensive plan for special education and in appropriate documentation through the Department of Human Resources. Specific contact persons who can outline these specific procedures can be found in the resources section of this program guide.

Role Definition

Special Education

1. Assume responsibility for identification and due process of school

age handicapped youth

2. Conduct child find and sweep screening efforts
3. Consolidate student referral information
4. Forward relevant referral and identification data to appropriate agencies

Vocational Education or Other Occupational Preparation Personnel (Work Study Supervisors, Work Station Coordinators, Employers, etc.)

1. Participate in the referral process of students that may be eligible for special education or Department of Human Resources/Vocational Rehabilitation services
2. Appropriately assist in sweep screenings efforts
3. Provide information necessary for adequate student referral

Department of Human Resources/Vocational Rehabilitation

1. Assume responsibility for identification and due process of eligible handicapped persons residing in specific service areas
2. Consolidate identification efforts with local educational agency
3. Exchange pertinent information with appropriate local education agency personnel on an as needed basis
4. Purchase individual identification efforts for eligible clients as the need arises

Recommendation

1. Coordinate and if necessary, re-define fiscal agency responsibilities in terms of student identification
2. Establish or re-emphasize existing local or multi-area interagency council to include occupational preparation as a priority area
3. Revise, establish or update local interagency agreement to include delineation of responsibilities between participating agencies
4. Develop implementation plan based on state and local cooperative agreement

5. Establish and promote model cooperative agency practices in regard to occupational preparation in the self-contained class setting

ASSESSMENT

Basic Concepts

1. Student potential can be determined in relationship to capacity for work and gainful employment
2. Traditional assessment practices do not clearly focus on student readiness for occupational preparation
3. An ongoing integrated assessment model can be more adept at determining a student's vocational potential than a single focus assessment
4. Assessment is cyclical in nature, it establishes an initial frame of reference that is adapted and modified over time
5. Appropriate assessment is the foundation of appropriate instruction in the self-contained classroom setting

Strategies

The formal assessment process for students which deals with validated diagnosis and evaluation of handicapped persons is carried out in conjunction with systematic procedures outlined in the local comprehensive plan for special education, as well as through established procedures in The Department of Human Resources and in The Division of Vocational Rehabilitation. The informal assessment process is, of course, unique to every instructional setting and situation. However, in reference to occupational preparation, it is important to note that the basic concepts set forth in this section should be strongly considered.

Role Definition

Special Education

1. Assume the major responsibility for diagnosis and evaluation of

identified school age handicapped persons

2. Require that occupational readiness and prevocational data be included in all assessment reports
3. Consolidate and share assessment data with appropriate school and/or ancilliary agency personnel
4. Include a prevocational education implications component in all House Bill 671 course work (State mandate regarding education of the handicapped) and staff development activities

Vocational Education or Other Occupational Preparation Personnel (Work Station Supervisors, Work Study Coordinators, Employers, etc.)

1. Assist in the identification of appropriate occupational readiness and prevocational behaviors (e.g. task attentiveness, initiation of new tasks, punctuality, peer relations, etc.)
2. Help match appropriate occupational readiness and prevocational behaviors with appropriate occupational readiness and prevocational activities
3. Include a prevocational education implications component in all in-service and staff development activities

Department of Human Resources/Vocational Rehabilitation

1. Assume a shared responsibility for diagnosis and evaluation of identified handicapped persons with local education agency's program of special education
2. Require that occupational readiness and prevocational data be included on all assessment reports
3. Consolidate and share assessment data with appropriate local education agency personnel
4. Include a prevocational education implications component in all in-service and staff development activities

Recommendations

1. Assessment of all students, regardless of age, should attempt to focus

on degree of prevocational development and occupational readiness

2. Assessment data should attempt to match student occupational preference and aptitude with potential vocational preparation opportunities
3. Direct measurement of target behaviors should be utilized as a primary assessment tool
4. A series of leadership development activities should be conducted in the area of occupational readiness and prevocational development with vocational educators, special educators, and Vocational Rehabilitation/ Department of Human Resources personnel
5. Following leadership development activities, leadership personnel in the self contained class settings should conduct staff in-service activities in the area of occupational readiness and prevocational development
6. Vocational and special educators should begin to jointly develop vocational education program performance samples

IEP DEVELOPMENT

Basic Concepts

1. The Individualized Education Program (IEP) is a process (continuous action and treatment) rather than simply a procedure (traditional order of events)
2. The IEP increases in potential employment specificity as the student progresses towards occupational proficiency
3. The IEP is designed to instructionally challenge both student and instructor
4. The IEP is a team effort in which key personnel all play equally important roles in developing objectives, materials and identifying methods throughout the entire process
5. The occupational preparation aspects of the IEP is an integral part of

the total IEP effort

6. The IEP serves as the barometer of instructional progress in the self-contained class setting

Strategies

Flowing directly from federal legislative mandates, the IEP is intended to strengthen the quality and extent of services for handicapped learners. The IEP is also intended to outline the scope and sequence of the handicapped learner's educational experience, regardless of instructional setting. The occupational preparation aspects of the IEP is that portion of the total document directly related to the area of occupational preparation. Considering the concept of the occupational preparation aspects of the IEP and the idea that there are four basic areas of IEP development, the following strategies are presented in relationship to each of those four developmental areas.

1. Determination of present level of occupational performance

Items of Consideration

A. Student preferred area of occupational interest

B. Results of available occupational interest assessments

C. Results of available occupational aptitude assessments

D. Direct measurement of operationally defined prevocational behaviors

E. Prior occupational experiences

F. Physical capacity for work

G. Mental capacity for work

H. Results of vocational education program performance samples

I. Results of a planned exploratory sequence in and among various regular vocational education programs

J. Any additional data that may impact on occupational performance

Where to Include

As part of student assessment data on total IEP service plan

2. Statement of annual goals and short term objectives

A. Annual goal

The purpose of the annual goal in relationship to occupational

preparation is to establish an annual instructional target. This instructional target should pinpoint measurable, occupationally related performance that will be exhibited by the student at the end of the year. The establishment of realistic instructional targets in this regard requires that personnel with expertise in the area of occupational content such as vocational education personnel, employers and work station supervisors, be extensively utilized. Without that expertise, it is doubtful that realistic occupationally related targers can be defined. If they are not defined, the net result is little more than "hit and miss."

The context of the annual goal in reference to occupational preparation can be ascertained from the student's present level of occupational performance and to some extent the availability of instructional options, although the learner is not necessarily limited to what is available. For example, if the student does not exhibit characteristics of being ready to begin a specific occupational pursuit, then the student's annual goal should focus on achieving a state of occupational pursuit. On the other hand, if the student does appear to be ready to begin a specific occupational pursuit, then the annual goal should focus on direct preparation in an appropriate occupational area within the realm of what is available, what is appropriate, and what can be suitably modified. In this instance, the annual goal should reflect the development of a specific skill or set of skills that will enable the student to obtain paid employment at the highest appropriate level of job entry.

B. Short Term Objectives

The purpose of the short term objective is to establish or set intermediate instructional targets relative to pursuit of the annual goal. The short term objectives then serve to spell out how the annual goal will be accomplished in sequential order.

If the annual goal deals with the attainment of occupational

readiness, the short term objectives will identify those intermediate behaviors that collectively constitute a state of occupational readiness. If the annual goal deals with the attainment of a specific skill or set of skills that enable the student to obtain a "paying" job, the short term objectives will identify those intermediate steps that are involved in specific skill(s) attainment.

It is also important to note that the IEP is an annual plan, it is not analgous to a daily lesson plan. Unit plans and daily lesson plans are subsequent outgrowths of properly developed short term objectives. As in the case of the annual goal, bona fide expertise in occupational content is a critical factor in the development of valid short term objectives.

Where to Include

Since both the long range goal and short term objectives serve as an instructional outline, they should be included as an attachment to the IEP, and also inserted in the appropriate place on the total service plan. The attachment can then move with the student into the occupational preparation setting.

3. Specification of occuaptional preparation services to be provided

Items of Consideration

A. Date of IEP initiation

B. Occupational preparation program(s) that student will be enrolled in

C. Additional agencies or disciplines that will be involved in IEP implementation

D. Occupational preparation curriculum or equipment modifications that will be provided for student

E. Nature and extent of academically related instructional support services for students and instructors

F. Projected length of services

G. Projected IEP review for update

Where to Include

In appropriate section on total service plan

4. Specification of evaluative criteria

When annual goals and short term objectives are properly stated, they should include evaluative criteria. However, as goals and objectives are set, they should be checked off and recorded. Proof of attainment such as observation data, test results, and checklists, etc., can be kept in individual folders and presented at the upcoming IEP review.

It must be pointed out that the focus of evaluation is not only directed at the student. The evaluation process should also attempt to ascertain how well the total IEP is being implemented, and how well the staffing team has acted in concert. Specific implementation strategies and techniques significantly impact on student performance. The way in which the student is evaluated is as important as the fact that the student is evaluated.

Role Definition

Special Education

1. Organize staffing based upon mutual convenience of participants
2. See that due process procedures are strictly observed
3. Present information relative to individual student learning characteristics
4. Organize present level of occupational performance data
5. Conduct staff proceedings
6. Assume management of IEP implementation
7. Provide instructional support services to both student and instructors

Vocational Education or Other Appropriate Occupational Preparation Personnel (Work Station Supervisors, Work Study Coordinators, Employers, etc.)

1. Analyze current occupational preparation program to determine applicability to student
2. Match student learning characteristics with content of current occupational preparation offerings
3. Specify additional services that are necessary for student to become occupationally successful
4. Implement IEP accordingly
5. Appropriately monitor and evaluate student progress
6. Modify occupational preparation program as necessary

Department of Human Resources/Vocational Rehabilitation

1. Contribute additional per student observations in terms of student familiarity
2. Appropriately assist in the implementation of the IEP
3. Attempt to establish interface between IEP and IWRP for potential or current clients

Recommendations

1. The IEP must begin to be considered as an instructional process rather than an administrative procedure
2. When occupational development is addressed in the IEP, vocational educators or other appropriate occupational preparation personnel must be involved
3. Plans should be formulated to conduct appropriate joint staff development activities in relationship to developing the occupational preparation aspects of the IEP
4. All IEP's should begin to address prevocational development and occupational readiness at the earliest possible date

INSTRUCTIONAL ALTERNATIVES

Basic Concepts

1. Although the student is involved in the self-contained classroom

setting, that does not preclude that the student still be provided instructional support services on an individual basis

2. Vocational educators or other appropriate occupational preparation personnel do not possess enough specialized teaching expertise to independently prepare the handicapped learner for a specific occupational pursuit
3. Special educators do not possess enough expertise in the area of occupational content to independently prepare the handicapped learner for a specific occupational pursuit
4. Consistent monitoring and follow-up of handicapped learners in occupational preparation programs is of the utmost importance
5. The IEP is an instructional linkage mechanism for all appropriate agencies and disciplines upon which instruction is predicated
6. Vocational rehabilitation can significantly augment the occupational preparation process

Strategies

Instruction in the occupational preparation process at the self-contained class setting should exhibit at least seven major characteristics. These seven characteristics are as follows:

1. The three basic stages of occupational development (readiness, preparation and enhancement) are planned for and accomodated
2. The learning process utilizes a wide variety of instructional contingencies so that the student is afforded a full opportunity to develop occupational proficiencies that are not bound by a particular teaching method
3. Occupational preparation programs are based on realistic employment possibilities within the community
4. The content of occupational preparation programs is technically valid in terms of instructional content and methodology

5. There exists ample opportunity for the student to further develop occupational proficiencies at the highest possible level
6. Academically related instruction is designed to reinforce occupational skill development
7. Instruction and the planning for instruction is a team effort in which all appropriate personnel play equally important and complementary roles

Role Definition

Special Education

1. Assume bulk of responsibility for helping to harmoniously arrange student's schedule of events and activities
2. Arrange for the provision of necessary supportive services
3. Follow up handicapped students involved in occupational preparation programs on a regular basis
4. Reinforce direct occupational content of preparation programs in the academically related supportive service environment
5. Help direct the evaluative process for handicapped students involved in occupational preparation programs in regard to assessment technique
6. Provide appropriate prerequisite occupational readiness and prevocational instruction prior to students entering occupational preparation programs

Vocational Education or Other Appropriate Occupational Preparation Personnel (Work Station Supervisors, Work Study Coordinators, Employers, etc.)

1. Serve as resource personnel in the development of occupational readiness and prevocational instructional programs
2. Work with appropriate personnel to ensure proper management of student's schedule of events and activities
3. Work with supportive instructional personnel on a regular basis

4. Ensure that the content of the occupational preparation program is technically valid
5. Analyze the occupational preparation program in an effort to ascertain potential employment possibilities
6. Help revise and update the IEP on an ongoing basis
7. Help direct the evaluation process for handicapped students involved in occupational preparation programs in a performance based manner
8. Identify and help define meaningful instructional support activities

Department of Human Resources/Vocational Rehabilitation

1. Provide input for revision and updating of IEP
2. Help design and implement supplementary activities and experiences for students pursuing individual employment objectives
3. Assist in seeking placement outlets consistent with student's preparation
4. Consolidate IEP and IWRP to establish continuum of services
5. Purchase individual student services on as needed basis for eligible students/clients

Recommendations

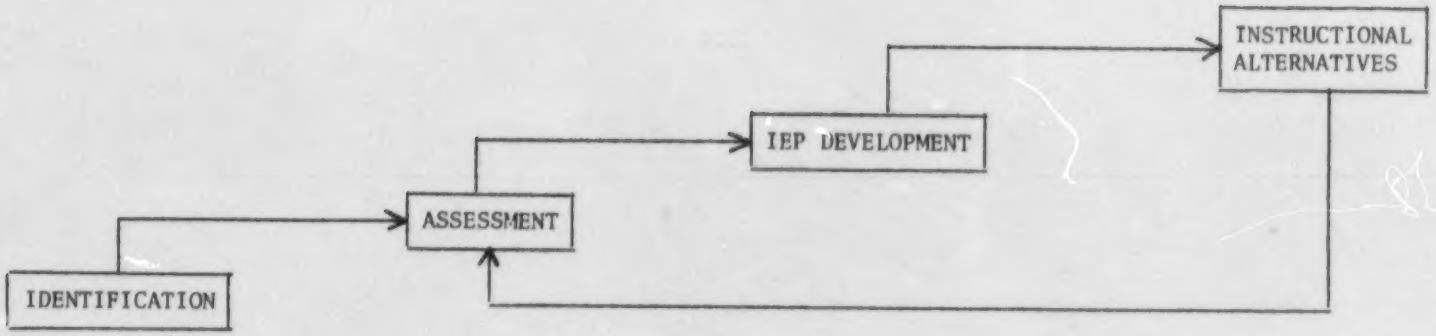
1. Focus on occupational preparation at all levels of instruction, regardless of student age
2. Develop an extensive occupational readiness and prevocational curriculum for all handicapped students
3. Develop interagency staff development activities and supplement them with complementary intra-agency staff development activities
4. Develop a "trainer of trainers" model approach for inservice at the local level so that personnel preparation in regard to occupational development is conceptually consistent
5. Develop and enhance state model cooperative working relationships for adoption at the local level

6. Develop resource specialists in vocational education that would function similarly to resource specialists in special education. These highly skilled persons could then help consolidate occupational preparation efforts

OCCUPATIONAL PREPARATION

IN

THE RESOURCE CLASS SETTING



Overview

The resource class setting presents a logical alternative to self contained or regular class placement in the public school setting. Resource type programs are under the administrative auspices of the program for exceptional children. Although the learner is provided the opportunity to participate in regular classes with his or her non-handicapped peers, the learner is also provided the opportunity to receive specialized instructional support from appropriate members of the special education staff.

Regarding occupational development, the resource class setting provides the unique opportunity for a parallel instructional endeavor. This means that the student can develop salable skills in regular vocational education programs, and have those skills reinforced and laminated in the resource class setting.

Obviously, potential employment possibilities at this level are more extensive than at any other previous level. This is true for at least two major reasons. First of all, there exists a larger variety of occupational preparation offerings from which to choose, and secondly, students placed in this instructional setting possess a wider range of abilities than those placed at the work activity center of self contained settings. However, availability of program offerings and ability level notwithstanding, the process of occupational development must still take into account readiness, preparation, enhancement and skills utilization as well as skill attainment. It is anticipated though, that the occupational development process will now begin to more clearly focus on preparation and enhancement activities.

OCCUPATIONAL PREPARATION

IN

THE RESOURCE CLASS SETTING

IDENTIFICATION

Basic Concepts

1. Student is at a point of occupational development where the resource class is the most appropriate and least restrictive instructional alternative
2. Resource class programming best offers nature and extent of what is currently needed for student to become occupationally successful
3. Severity of handicap does not preclude student from being occupationally proficient to some degree at the resource class level
4. The resource class does not necessarily constitute a terminal placement in regard to occupational development

Strategies

The identification and classification of students at the resource class level is handled through local system due process procedures set forth in state and local comprehensive plan applications for special education, and through established procedures of the Division of Vocational Rehabilitation. In regard to specific situations, the local system coordinator of special education or vocational rehabilitation counselor should be contacted directly. For individual school systems, please consult the resources section of this program guide.

Role Definition

1. Assume responsibility for identification and due process of school age handicapped youth
2. Conduct child find and sweep screening efforts

3. Consolidate student referral information
4. Forward relevant referral and identification information to appropriate agencies and/or programs

Vocational Education

1. Participate in the referral process of students that may be eligible for special education or Department of Human Resources/Vocational Rehabilitation
2. Appropriately assist in sweep screening efforts
3. Provide information necessary for adequate student referral
4. Cross reference handicapped students identified on Management Information System (MIS) cards with actual special education and Department of Human Resources/Vocational Rehabilitation enrollment data to achieve accurate reporting

Vocational Rehabilitation

1. Assume responsibility for identification and due process of eligible handicapped persons residing in specific service areas
2. Consolidate identification efforts with local educational agency
3. Exchange pertinent information with appropriate LEA personnel on an as needed basis
4. Purchase individual identification efforts for eligible clients as the need arises

Recommendation

1. Establish or re-emphasize existing local of multi-area interagency council to include occupational preparation as a priority area
2. Revise, establish or update local interagency agreement between vocational education, special education and vocational rehabilitation
3. Develop implementation plan based on existing state and local cooperative agreement
4. Establish and promote model cooperative agency practices in regard to occupational preparation in the resource classroom setting

ASSESSMENT

Basic Concepts

1. Student potential can be determined in relationship to capacity for work and gainful employment
2. Traditional assessment practices do not clearly focus on student readiness and advancement in the occupational preparation process
3. On ongoing integrated assessment model can be more adept at determining a student's vocational potential than a single focus assessment
4. Assessment is cyclical in nature, it establishes an initial frame of reference that is adapted and modified over time
5. Appropriate assessment is the foundation of appropriate instruction in the resource classroom setting

Strategies

The formal student assessment process which deals with validated diagnosis and evaluation of handicapped persons is carried out in conjunction with systematic procedures outlined in the local comprehensive plan for special education, as well as through established procedures in the Division of Vocational Rehabilitation. The informal assessment process is, of course, unique to every instructional setting and situation. In reference to occupational preparation, though, it is important to note that the basic concepts set forth in this section should be strongly considered.

Role Definition

Special Education

1. Assume the major responsibility for diagnosis and evaluation of identified school age handicapped persons
2. Require that occupational preparation data be a priority area for all assessment reports
3. Consolidate and share assessment data with vocational education and

vocational rehabilitation personnel on an as needed basis

4. Conduct an extensive awareness campaign on assessment procedures and techniques with vocational education personnel
5. Include a vocational education implications component in all House Bill 671 course work (State mandate regarding education of the handicapped) and staff development activities

Vocational Education

1. Conduct an extensive awareness campaign on nature and extent of vocational education programs and program areas with special educators, evaluation, counselors and vocational rehabilitation personnel
2. Insist that occupational preparation data be a priority area for all assessment reports
3. Help match occupational preparation data on assessment reports to specific programs and program areas of vocational education
4. Develop and utilize performance samples in all areas of vocational education

Vocational Rehabilitation

1. Assume major responsibility for diagnosis and evaluation of eligible handicapped persons not covered under state and local comprehensive plan for special education
2. Require that assessment reports stress the impact of student's disability on physical and mental limitations and assets
3. Match employability prognosis in assessment reports with available vocational education programs at the secondary and post-secondary level
4. Share appropriate assessment data with proper representatives of special and vocational education
5. Conduct an extensive awareness campaign with special and vocational educators in the area of vocational evaluation services through vocational rehabilitation

Recommendations

1. Assessment of all students, regardless of age, should attempt to focus on degree of prevocational development and occupational readiness
2. Assessment data should attempt to match student occupational preference and aptitude with potential vocational education opportunities
3. Situational assessment in conjunction with a planned exploratory sequence can be a useful took in evaluating potential enrollment in a program of vocational education
4. Vocational and special education should begin to jointly develop vocational education program performance samples
5. A series of joint staff development efforts should be conducted with vocational educators, special educators, school psychometrists and Vocational Rehabilitation evaluation personnel in the area of vocational assessment
6. A handbook on the handicapped learner in vocational education needs to be developed and utilized as an integral part of each course offering in relationship to House Bill 671
7. Direct measurement of target behavior should be utilized as a primary assessment tool

IEP DEVELOPMENT

Basic Concepts

1. The Individualized Education Program (IEP) is a process (continuous action and treatment) rather than simply a procedure (traditional order of events)
2. The IEP increases in potential employment specificity as the student progresses towards occupational proficiency
3. The IEP is designed to instructionally challenge both student and instructor
4. The IEP is a team effort in which key personnel all play equally

important roles in developing objectives, materials, and identifying methods throughout the entire process

5. The occupational preparation aspects of the IEP is an integral part of the total IEP process
6. The IEP serves as the barometer of instructional progress in the resource class setting

Strategies

As an outgrowth of direct federal legislation, the IEP is designed to strengthen the quality and extent of services to handicapped learners. The IEP is also intended to outline the scope and sequence of the handicapped learner's educational experience, regardless of instructional setting. The occupational preparation aspects of the IEP is that portion of the total document that specifically relates to occupational preparation. In view of the concept of the occupational preparation aspects of the IEP and the notion that there are four basic areas of IEP development, the following strategies are presented in light of these four developmental areas.

1. Determination of present level of occupational performance

   Items of Consideration

   A. Student preferred area of occupational interest
   B. Results of available occupational interest assessments
   C. Results of available occupational aptitude assessments
   D. Direct measurement of operationally defined prevocational behaviors
   E. Prior occupational experiences
   F. Physical capacity for work
   G. Mental capacity for work
   H. Results of vocational education program performance sample
   I. Results of a planned exploratory sequence in and among various regular vocational education programs
   J. Any additional data that may impact on occupational performance

Where to Include

As part of student assessment data on total IEP service plan

2. Statement of annual goals and short term objectives

A. Annual Goal

The purpose of the annual goal in relationship to occupational preparation is to establish an annual instructional target. This instructional target should pinpoint measurable, occupationally related performance that will be exhibited by the student at the end of the year. The establishment of realistic instructional targets in this regard requires that personnel with expertise in the area of occupational content such as vocational education personnel be extensively utilized. Without that expertise, it is doubtful that realistic occupationally related targets can be defined. If they are not defined, the net result will be little more than "hit and miss."

The context of the annual goal in reference to occupational preparation can be ascertained from the student's present level of occupational performance and to some extent the availability of instructional options although the learner is not necessarily limited to what is available. For example, if the student does not exhibit characteristics of being ready to begin a specific occupational pursuit, then the student's annual goal should focus on achieving a state of occupational readiness prior to the beginning of a specific occupational pursuit.

On the other hand, if the student does appear to be ready to begin a specific occupational pursuit, then the annual goal should focus on direct preparation in an appropriate program of vocational education within the realm of what is available, what is appropriate, and what can be suitably modified. In this instance, the annual goal should reflect the development of a specific skill or set of skills that will enable the student to obtain paid employment at the highest appropriate level of job entry.

B. Short Term Objectives

The purpose of the short term objective is to establish or set intermediate instructional targets relative to pursuit of the annual goal. The short term objectives then, serve to spell out how the annual goal will be accomplished in sequential order.

If the annual goal deals with the attainment of occupational readiness, the short term objectives will identify those intermediate behaviors that collectively constitute a state of occupational readiness. If the annual goal deals with the attainment of a specific skill or set of skills that enable the student to obtain a "paying" job, the short term objectives will identify those intermediate steps that are involved in specific skill(s) attainment.

It is also important to note that the IEP is an annual plan, it is not analgous to a daily lesson plan. Unit plans and daily lesson plans are subsequent outgrowths of properly developed short term objectives. As in the case of the annual goal, bona fide expertise in occupational content is a critical factor in the development of valid short term objectives.

Where to Include

Since both the long range goal and short term objectives serve as an instructional outline, they should be included as an attachment to the IEP, and also inserted in the appropriate place on the total service plan. The attachment can then move with the student into the occupational preparation setting.

3. Specification of occupational preparation services to be provided

Items of Consideration

A. Date of IEP initiation

B. Occupational preparation program(s) that student will be enrolled in

C. Additional agencies or disciplines that will be involved in IEP implementation

D. Occupational preparation curriculum or equipment modifications that will be provided for student

E. Nature and extent of academically related instructional support services for student and instructors

F. Percentage of student time in regular vocational education classes

G. Projected length of services

H. Projected IEP review for update

Where to Include

In appropriate section on total service plan

4. Specification of evaluative criteria

When annual goals and short term objectives are properly stated, they should include evaluative criteria. However, as goals and objectives are met, they should be checked off and recorded. Proof of attainment such as observation data, test results and checklists, etc., can be kept in individual folders and presented at the upcoming IEP review.

It must be stressed that the focus of evaluation is not only directed at the student. The evaluation process should also attempt to measure how well the total IEP is being implemented, and how well the staffing team is performing. Specific implementation strategies and techniques significantly impact on how well the student is doing. The way in which the student is being evaluated is just as important as the fact that he or she is being evaluated.

Role Definition

Special Education

1. Organize staffing based upon mutual convenience of participants

2. See that due process procedures are strictly observed

3. Present information relative to individual student learning

characteristics

4. Organize present level of occupational performance data
5. Conduct staffing proceedings
6. Assume management of IEP implementation
7. Provide instructional support services for both student and instructors

Vocational Education

1. Analyze current occupational preparation program to determine applicability to student
2. Match student learning characteristics with content of current occupational preparation offerings
3. Specify additional services that are necessary for student to become occupationally successful
4. Implement IEP accordingly
5. Appropriately monitor and evaluate student progress
6. Modify occupational preparation program as necessary

Vocational Rehabilitation

1. Contribute additional per student observations in terms of student familiarity
2. Appropriately assist in the implementation of the IEP
3. Attempt to establish interface between IEP and IWRP for potential of current clients

Recommendations

1. The IEP must begin to be considered as an instructional process rather than an administrative procedure
2. When occupational development is addressed in the IEP, vocational educators must be involved
3. Plans should be formulated to conduct appropriate joint staff development activities in relationship to developing the occupational preparation aspects of the IEP

4. All IEPs should begin to address prevocational development and occupational readiness at the earliest possible date

INSTRUCTIONAL ALTERNATIVES

Basic Concepts

1. Although the student is involved in the resource classroom setting, that does not preclude that the student still be provided instructional support services on an individual basis
2. Vocational educators do not possess enough specialized teaching expertise to independently prepare the handicapped learner for a specific occupational pursuit
3. Special educators do not possess enough expertise in the area of occupational content to independently prepare the handicapped learner for a specific occupational pursuit
4. Consistent monitoring and follow-up of handicapped students enrolled in occupational preparation programs is of the utmost importance
5. The IEP is an instructional linkage mechanism for all appropriate agencies and disciplines upon which instruction is predicated
6. Vocational Rehabilitation can significantly augment the occupational preparation process

Strategies

Instruction in the occupational preparation process at the resource class setting should exhibit at least seven major characteristics. These seven characteristics are as follows:

1. The three basic stages of occupational development (resources, preparation and enhancement) are planned for and accomodated
2. The learning process utilizes a wide variety of instructional contingencies so that the student is afforded a full opportunity to develop

occupational proficiencies that are not bound by a particular teaching method

3. Occupational preparation programs are based on realistic employment possibilities within the community
4. The content of occupational preparation programs is technically valid in terms of instructional content and methodology
5. There exists ample opportunity for the student to further develop occupational proficiencies at the highest possible level
6. Academically related instruction is designed to reinforce occupational skill development
7. Instruction and the planning for instruction is a team effort in which all appropriate personnel play equally important and complementary roles

Role Definition

Special Education

1. Assume bulk of responsibility for helping to harmoniously arrange student's schedule of events and activities
2. Arrange for the provision of necessary supportive services
3. Follow-up handicapped students enrolled in occupational preparation programs on a regular basis
4. Reinforce direct occupational content of preparation programs in the academically related supportive service environment
5. Help direct the evaluation process for handicapped students involved in occupational preparation programs regarding assessment technique
6. Provide appropriate prerequisite occupational readiness and prevocational instruction prior to students entering occupational preparation programs

Vocational Education

1. Serve as resource personnel in the development of occupational readiness and prevocational instruction programs
2. Work with appropriate personnel to ensure proper arrangement of

students' schedule of events and activities

3. Work with supportive instructional personnel on a regular basis
4. Ensure that the content of the occupational preparation program is technically valid
5. Analyze the occupational preparation program in an effort to ascertain potential employment possibilities
6. Help revise and update the IEP on an ongoing basis
7. Help direct the evaluation process for handicapped students involved in occupational preparation programs in a performance based manner
8. Identify and help define meaningful instructional support activities
9. Provide for full student participation in regular programs (instruction, cooperative programs and youth club activities)

Vocational Rehabilitation

1. Provide input for revision and updating of IEP
2. Help design and implement supplementary activities and experiences for students pursuing individual employment objectives
3. Assist in seeking placement outlets consistent with student's preparation
4. Consolidate IEP and IWRP to establish continuum of services
5. Purchase individual student services on an as needed basis for eligible students/clients

Recommendations

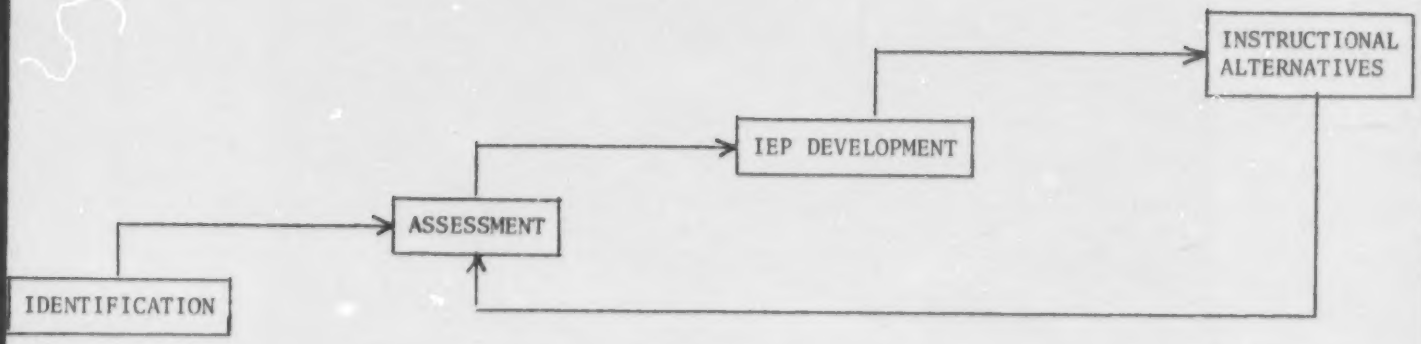
1. Focus on occupational preparation at all levels of instruction, regardless of student age.
2. Develop an extensive occupational readiness and prevocational curriculum for all handicapped students
3. Develop interagency staff development activities and supplement them with complementary intra-agency staff development activities

4. Develop a "trainer of trainers" model approach for inservice at the local level so that personnel preparation in regard to occupational development is conceptually consistent
5. Develop and enhance state model cooperative working relationship for adoption at the local level
6. Develop resource specialists in vocational education that would function similarly to resource specialists in special education. These highly skilled persons could then help consolidate occupational preparation efforts.

OCCUPATIONAL PREPARATION

IN

THE REGULAR CLASS SETTING



Overview

The regular class setting constitutes the least restrictive service delivery model option available to the handicapped learner. Students involved in the regular class setting are exposed to a full spectrum of occupational preparation options under the direction of regular educational personnel. Regular class placement indicates that instructional support needed by students to succeed in regular classes is minimal.

In order for the student to fully benefit from this opportunity, it should be noted that some provision must be made to ensure that the student is provided with a sequential experience that accomodates occupational readiness, preparation and enhancement. That experience should also provide for skill attainment and skills utilization. Without a sequential experience that accomodates these areas of occupational development, it is likely that the student's occupational development will simply be left to chance.

Other than the preparation process, which would seem to be a high priority at this level, a great deal of time and effort must also be spent in consideration of occupational enhancement. Considering the fact that the regular class is the most appropriate placement for the student at this point, it would seem as though the student has already achieved a sufficient state of occupational readiness. Therefore, the instructional emphasis on preparation and enhancement is greater at this level than at any other. By the same token, input and involvement of regular vocational education personnel is also greater at this level than at any other.

OCCUPATIONAL PREPARATION

IN

THE REGULAR CLASS SETTING

IDENTIFICATION

Basic Concepts

1. Student is at a point of occupational development where the regular class is the most appropriate and least restrictive instructional alternative
2. Regular class programming best offers nature and extent of what is currently needed for student to become occupationally successful
3. Severity of handicap does not preclude student from being occupationally proficient to some degree at the regular class level
4. The regular class does not necessarily constitute a terminal placement in regard to occupational development

Strategies

The identification and classification of students at the regular class setting is handled through local systems due process procedures set forth in state and local comprehensive plan applications for special education, and through established procedures of the Division of Vocational Rehabilitation. In regard to specific situations, the local system coordinator of special education or Vocational Rehabilitation counselor should be contacted directly. For individual school systems, please consult the resources section of this program guide.

Role Definition

Special Education

1. Assume responsibility for identification and due process of school age handicapped youth
2. Conduct child find and sweep screening efforts

3. Consolidate student referral information
4. Forward relevant referral and identification information to appropriate agencies and/or programs

Vocational Education

1. Participate in the referral process of students that may be eligible for special education or Department of Human Resources/ Vocational Rehabilitation services
2. Appropriately assist in sweep screening efforts
3. Provide information necessary for adequate student referral
4. Cross reference handicapped students identified on Management Information System (MIS) cards with actual special education and Department of Human Resources/Vocational Rehabilitation enrollment data to achieve accurate reporting

Vocational Rehabilitation

1. Assume responsibility for identification and due process of eligible handicapped persons residing in specific service areas
2. Consolidate identification efforts with local education agency
3. Exchange pertinent information with appropriate local education agency personnel on an as needed basis
4. Purchase individual identification efforts for eligible clients as the need arises

Recommendation

1. Establish or re-emphasize existing local or multi-area interagency council to include occupational preparation as a priority area
2. Revise, establish or update local interagency agreement between vocational education, special education and vocational rehabilitation
3. Develop implementation plan based on existing state and local cooperative agreement
4. Establish and promote model cooperative agency practices in regard to occupational preparation in the regular class setting

ASSESSMENT

Basic Concepts

1. Student potential can be determined in relationship to capacity for work and gainful employment
2. Traditional assessment practices do not clearly focus on student resources and advancement in the occupational preparation process
3. An ongoing integrated assessment model can be more adept at determining a student's vocational potential than a single focus assessment
4. Assessment is cyclical in nature, it establishes an initial frame of reference that is adapted and modified over time
5. Appropriate assessment is the foundation of appropriate instruction in the regular classroom setting

Strategies

The formal student assessment process which deals with validated diagnosis and evaluation of handicapped persons is carried out in conjunction with systematic procedures outlined in the local comprehensive plan for special education, as well as through established procedures in the Division of Vocational Rehabilitation. The informal assessment process is, of course, unique to every instructional setting and situation. In reference to occupational preparation, though, it is important to note that the basic concept set forth in this section should be strongly considered.

Role Definition

Special Education

1. Assume the major responsibility for diagnosis and evaluation of identified school age handicapped persons
2. Require that occupational preparation data be a priority area for all assessment reports
3. Consolidate and share assessment data with vocational education

and Vocational Rehabilitation personnel on an as needed basis

4. Conduct an extensive awareness campaign on assessment procedures
5. Include a vocational education implications conponent in all House Bill 671 course work (State mandate regarding education of the handicapped) and staff development activities

Vocational Education

1. Conduct an extensive awareness campaign on nature and extent of vocational education programs and program areas with special educators, evaluation counselors, and Vocational Rehabilitation personnel
2. Insist that occupational preparation data be a priority area for all assessment reports
3. Help match occupational preparation data on assessment reports to specific programs and program areas of vocational education
4. Develop and utilize performance samples of all areas of vocational education

Vocational Rehabilitation

1. Assume major responsibility for diagnosis and evaluation of eligible handicapped persons not covered under state or local comprehensive plan for special education
2. Require that assessment reports stress the impact of student's disability on physical and mental limitations and assets
3. Match employability prognosis in assessment reports with available vocational education programs at the secondary and post-secondary level
4. Share appropriate assessment data with proper representatives of special and vocational education
5. Conduct an extensive awareness campaign with special and vocational educators in the area of vocational evaluation services through Vocational Rehabilitation

Recommendations

1. Assessment of all students, regardless of age, should attempt to focus on degree of prevocational development and occupational readiness
2. Assessment data should attempt to match student occupational preference and aptitude with potential vocational education opportunities
3. Situational assessment in conjunction with a planned exploratory sequence can be a useful tool if evaluating potential enrollment in a program of vocational education
4. Vocational and special education should begin to jointly develop vocational program performance samples
5. A series of joint staff development efforts should be conducted with vocational educators, special educators, school psychometrists, and Vocational Rehabilitation evaluation personnel in the area of vocational assessment
6. A handbook on the handicapped learner in vocational education needs to be developed and utilized as an integral part of each course offering in relationship to House Bill 671
7. Direct measurement of target behaviors should be utilized as a primary assessment tool

IEP/IPP DEVELOPMENT

Basic Concepts

1. The Individualized Education Program (IEP) is a process (continuous action and treatment) rather than simply a procedure (traditional order of events)
2. The IEP increases in potential employment specificity as the student progresses towards occupational proficiency
3. The IEP is designed to instructionally challenge both student and instructor
4. The IEP is a team effort in which key personnel all play equally

important roles in developing objectives, materials and identifying methods throughout the entire process

5. The occupational preparation aspects of the IEP is an integral part of the total IEP process
6. The IEP serves as the barometer of instructional progress in the regular class setting

Strategies

Stemming from federal legislative mandates, the IEP is intended to strengthen the nature and extent of services to handicapped learners, regardless of instructional setting. The IEP is also designed to outline the scope and sequence of the handicapped learner's educational experience. The occupational preparation aspects of the IEP is that portion of the total document that specifically relates to occupational preparation. In view of the concept of the occupational preparation aspects of the IEP and considering the idea that there are four basic areas of IEP development, the following strategies are presented in relationship to each of the four developmental areas.

1. Determination of present levels of occupational performance

   Items of Concern

   A. Student preferred area of occupational interest
   B. Results of available occupational interest assessments
   C. Results of available occupational aptitude assessments
   D. Direct measurement of operationally defined prevocational behaviors
   E. Prior occupational experiences
   F. Physical capacity for work
   G. Mental capacity for work
   H. Results of vocational education program performance samples
   I. Results of a planned exploratory sequence in and among various regular vocational education programs

J. Any additional data that may impact on occupational performance

Where to Include

As part of student assessment data on total IEP service plan

2. Statement of annual goals and short-term objective

The purpose of the annual goal in relationship to occupational preparation is to establish an annual instructional target. This target should pinpoint measurable, occupationally related performance that will be exhibited by the student at the end of the year. The establishment of realistic instructional targets in this regard requires that personnel with expertise in the area of occupational content such as vocational educators be extensively utilized. Without that expertise, it is doubtful that realistic occupationally related targets can be defined. If they are not defined, the net result if little more than "hit and miss."

The context of the annual goal in reference to occupational preparation can be ascertained from the student's present level of occupational performance and to some extent the availability of instructional options, although the student is not necessarily limited to what is available. For example, if the student does not exhibit characteristics of being ready to begin a specific occupational pursuit, then the student's annual goal should focus on achieving a state of occupational readiness prior to the beginning of a specific occupational pursuit.

On the other hand, if the student does appear to be ready to begin a specific occupational pursuit, then the annual goal should focus on direct preparation in an appropriate program of vocational education within the realm of what is available, what is appropriate, and what can be suitably modified. In this instance, the annual goal should reflect the development of a specific skill or set of skills that will enable the student to obtain paid employment at the highest

appropriate level of job entry.

B. Short Term Objectives

The purpose of the short term objective is to establish or set intermediate instructional targets relative to pursuit of the annual goal. The short term objectives then serve to spell out how the annual goal will be accomplished in sequential order.

If the annual goal deals with the attainment of occupational readiness, the short term objectives will identify those intermediate behaviors that collectively constitute a state of occupational readiness. If the annual goal deals with the attainment of a specific skill or set of skills that enable the sutdent to obtain a "paying" job, the short term objectives will identify those intermediate steps that are involved in specific skill(s) attainment.

It is also important to note that the IEP is an annual plan, it is not analgous to a daily lesson plan. Unit plans and daily lesson plans are subsequent outgrowths of properly developed short term objectives. As in the case of the annual goal, bona fide expertise in occupational content is a critical factor in the development of valid short term objectives.

Where to Include

Since both the long range goal and short term objectives serve as an instructional outline, they should be included as an attachment to the IEP, and also inserted into the appropriate place on the total service plan. The attachment can then move with the student into the occupational preparation setting.

3. Specification of occupational preparation services to be provided

Items of Consideration

A. Date of IEP initiation

B. Occupational preparation programs(s) that student will be enrolled in

C. Additional agencies or disciplines that will be involved in IEP implementation

D. Occupational preparation curriculum or equipment modifications that will be provided for student

E. Nature and extent of academically related instructional support services for students and instructors

F. Percentage of student time in regular vocational education classes

G. Projected length of services

H. Projected IEP review for update

Where to Include

In appropriate section on total service plan

4. Specification of evaluative criteria

When annual goals and short term objectives are properly stated, they generally should include evaluative criteria. However, as goals and objectives are met, they should be checked off and recorded. Proof of attainment such as observation data, test results, and checklists, etc., can be kept in individuals folders and presented at the upcoming review.

It needs to be stressed that the focus of evaluation is not just directed at the student. The evaluation process should also attempt to measure how well the staffing team is performing. Specific implementation strategies and techniques have significant impact on how well the student is performing. The way in which the student is evaluated is just as important as the fact that the student is being evaluated.

Role Definition

Special Education

1. Organize staffing based upon mutual convenience of participants

2. See that due process procedures are strictly observed
3. Present information relative to individual student learning characteristics
4. Organize present level of occupational performance data
5. Conduct staffing proceedings
6. Assume management of IEP implementation
7. Provide instructional support services to both student and instructors

Vocational Education

1. Analyze current occupational preparation programs to determine applicability to student
2. Match student learning characteristics with content of current occupational preparation offerings
3. Specify additional services that are necessary for student to become occupationally successful
4. Implement IEP accordingly
5. Appropriately monitor and evaluate student progress
6. Modify occupational preparation program as necessary

Vocational Rehabilitation

1. Contribute additional per student observations in terms of student familiarity
2. Appropriately assist in the implementation of the IEP
3. Attempt to establish interface between IEP and IWRP for potential of current clients

Recommendations

1. The IEP must begin to be considered as an instructional process rather than an administrative procedure
2. When occupational development is addressed in the IEP, vocational educators must be involved
3. Plans should be formulated to conduct appropriate joint staff develop-

ment activities in relationship to developing the occupational preparation aspects of the IEP

4. All IEP's should begin to address prevocational development and occupational readiness at the earliest possible date

INSTRUCTIONAL ALTERNATIVES

Basic Concepts

1. Although the student is involved in the regular classroom setting, that does not preclude that the student still be provided instructional support services on an individual basis
2. Vocational educators do not possess enough specialized teaching expertise to independently prepare the handicapped learner for a specific occupational pursuit
3. Special educators do not possess enough expertise in the area of occupational content to independently prepare the handicapped learner for a specific occupational pursuit
4. Consistent monitoring and follow-up of handicapped students enrolled in occupational preparation programs is of the utmost importance
5. The IEP is an instructional linkage mechanism for all appropriate agencies and disciplines upon which instruction is predicated
6. Vocational Rehabilitation can significantly agument the occupational preparation process

Strategies

Instruction in the occupational preparation process at the regular class setting should exhibit at least seven major characteristics. These seven characteristics are as follows:

1. The three basic stages of occupational development (readiness, preparation and enhancement) are planned for and accomodated

2. The learning process utilizes a wide variety of instructional contingencies so that the student is afforded a full opportunity to develop occupational proficiencies that are not bound by a particular teaching method
3. Occupational preparation programs are based on realistic employment possibilities within the community
4. The content of occupational preparation programs is technically valid in terms of instructional content and methodology
5. There exists ample opportunity for the student to further develop occupational proficiencies at the highest possible level
6. Academically related instruction is designed to reinforce occupational skill development
7. Instruction and the planning for instruction is a team effort in which all appropriate personnel play equally important and complementary roles

Role Definition

Special Education

1. Assume bulk of responsibility for helping to harmoniously arrange student's schedule of events and activities
2. Arrange for the provision of necessary supportive services
3. Follow-up handicapped students enrolled in occupational preparation programs on a regular basis
4. Reinforce direct occupational content of preparation programs in the academically related supportive service environment
5. Help direct the evaluation process for handicapped students involved in occupational preparation programs regarding assessment techniques
6. Provide appropriate prerequisite occupational readiness and prevocational instruction prior to students entering occupational preparation programs

Vocational Education

1. Serve as resource personnel in the development of occupational readiness and prevocational instruction programs
2. Work with appropriate personnel to ensure proper arrangement of students schedule
3. Work with supportive personnel on a regular basis
4. Ensure that the content of the occupational preparation program is technically valid
5. Analyze the occupational preparation program in an effort to ascertain potential employment possibilities
6. Help revise and update the IEP on an ongoing basis
7. Help direct the evaluation process for handicapped students involved in occupational preparation programs in a performance based manner
8. Identify and help define meaningful instructional support activities
9. Provide for full student participation in regular programs (instruction, cooperative programs and youth club activities)

Vocational Rehabilitation

1. Provide input for revision and updating of IEP
2. Help design and implement supplementary activities and experiences for students pursuing individual employment objectives
3. Assist in seeking placement outlets consistent with students' preparation
4. Consolidate IEP and IWRP to establish continuum of services
5. Purchase individual student services on an as needed basis for eligible students/clients

Recommendations

1. Focus on occupational preparation at all levels of instruction, regardless of student age
2. Develop an extensive occupational readiness and prevocational curriculum

for all handicapped students

3. Develop interagency staff development activities and supplement them with complementary intra-agency staff development activities
4. Develop a "trainer of trainers" model approach for inservice at the local level so that personnel preparation in regard to occupational development is conceptually consistent
5. Develop and enhance state model cooperative working relationship for adoption at the local level
6. Develop resource specialists in vocational education that would function similarly to resource specialists in special education. These highly skilled persons could then help consolidate occupational preparation efforts

IV. ADDITIONAL FACTORS FOR CONSIDERATION IN THE DEVELOPMENT OF A COMPREHENSIVE PROGRAM OF OCCUPATIONAL PREPARATION FOR THE HANDICAPPED

Job Placement - In the case of an occupational preparation model such as the one described in this program guide, job placement can actually serve two functions. One function is that of an instructional technique. As an instructional technique, job placement can serve to solidify a student's prevocational development as well as provide him or her with some financial remuneration. However, job placement as an instructional technique must be carefully controlled and cultivated. Controlled in the sense that these placements are merely a means to an end, and not an end in and of themselves, and cultivated in the sense that placement site personnel are fully aware that the placement is part of a developmental process. Job placement in this regard is oftentimes referred to as "work experience".

Another function of job placement is to provide the student with the opportunity to further develop and enhance the specific skill or set of skills that have been obtained in the occupational preparation process. In this instance, job placement site selection must be consistent, and provide a direct correlation with the skills that the student already possesses. Job placement in this sense is known as cooperative vocational education. At this point, placement becomes a bridge to the real world of competitive employment where former students become current workers. The distinguishing factor between the two functions of job placement lies in the purpose of the placement.

The actual mechanics of job placement are already in place through existing service delivery models. The placement strategy that is followed with a given student is predicated on the availability of specific placement options within the existing service delivery model that the student is involved with.

Program Evaluation - The initiation of a comprehensive program of occupational preparation for the handicapped that emerges from within existing service delivery

models dictates that existing program evaluation schemes simply reflect this new thrust. It would not be feasible at this point in time to construct a separate evaluation, but rather to emphasize additional considerations on-going state and local evaluation models. Utilization of this approach would allow involved agencies and disciplines to individually accomodate either new direction in occupational preparations, or new frontiers in dealing with the handicapped. In any event, both formative and summative methods of evaluation need to be considered.

Financing - In terms of cost effectiveness and fiscal accountability, the model presented in this program guide is designed to operate in concert with existing service delivery models. Therefore, the major expenditure of funds would appear to be in the area of staff development and program improvement. The source of these monies might be a pooling of resources of involved fiscal agencies. What is advocated is cooperative and subsequent complementary activities.

The development of a comprehensive program of occupational preparation as indicated in this guide does not necessitate a supplanting of effort, but rather a supportive effort. This has the effect of re-directing as opposed to re-inventing. Since various agencies are involved, it is only fair that these agencies proportionately contribute to the overall endeavor. Since significant amounts of state and local monies are already tied up in the existing service delivery models that constitute the basis of the approach described in the guide, it is anticipated that a considerable aggregate amount is present at the local level. In this instance, the matching of federal funds should not present too great an obstacle. However, it will be necessary for involved state agencies to earmark sufficient funds and to devise an appropriate distribution formula.

Another funding strategy may be to establish a three year model program site where the concepts and strategies outlined in this program guide can be consolidated and field-tested. If this is the case, this kind of project could be jointly

funded and implemented prior to the adoption of model principles and practices across the state.

Essentially then, appropriate decision makers can choose one of two basic strategies for implementation of this comprehensive program development. The subject can either be approached from the standpoint of a broad based, prioritized cooperative arrangement, or from a specific, staged pilot program fashion. It is clear, though, that instituting a program of this magnitude will require a joint, long-range commitment of resources, both human and fiscal.

Teacher Education - The role of teacher education in the development of a comprehensive program of occupational preparation for the handicapped appears to be in realistically preparing personnel to fulfill their respective roles in the implementation of this concept at the local level in a long-range interfacing manner. Teacher education has a traditional role in preparing teachers, conducting research, and providing service to the state. The same is true regarding occupational preparation of the handicapped depending on the involvement of appropriate Divisions and/or Departments. These traditional efforts should be complementary in nature and designed to support, not supplant, each other. Vocational education can contribute expertise in the areas of occupational content and the nature of the working world. Special education can contribute expertise in learning technology and occupational readiness. Vocational Rehabilitation can convey knowledge in occupational assessment and engineering of the work environment. Readjusting appropriate Divisional and/or Departmental objectives so that respective program graduates can augment each other at the local level along with continued research and developmental activities can allow teacher education to make a significant collective contribution to the implementation of a comprehensive program of occupational preparation.

Vocational Education Youth Club Organizations - A viable component of a total vocational education program, youth club organizations can have significant social impact on the culmination of a comprehensive program of occupational preparation for handicapped individuals. This impact can be realized when handicapped persons enrolled in regular vocational education programs are participating members in respective youth club affiliates. Youth club involvement is a natural extension of regular vocational education programs, and provide a unique opportunity to integrate instruction and group participation. If handicapped learners are interacting in an instructional sense, then organized extra-curricular activities that stem from that interaction logically follow.

Career Counseling - Another significant factor that must be considered in the overall development of a comprehensive program of occupational preparation for the handicapped learner is career guidance and counseling. Regardless of service delivery model, career guidance and counseling is significant in the sense that provisions must be made to introduce handicapped learners and their parents to occupational preparation opportunities. Without a broad thrust towards occupational awareness that begins at an early age, and continues throughout the educational experience, it is doubtful that any learner will be able to take maximum advantage of potential employment opportunities and alternatives. Therefore, there needs to exist a concerted effort with guidance and counseling and other appropriate personnel to introduce and implement career awareness and orientation concepts for handicapped learners and their parents.

Advisory Groups - Currently there are a number of functional state and local advisory groups representing both handicapped individuals and the occupational preparation process. In order to enhance a comprehensive program of occupational preparation for handicapped individuals, it would seem feasible for all of these advisory groups to begin to address this issue as a priority item utilizing

a coordinated, central focus approach. Inability to accomplish this may result in a fragmentary effort that in effect deprives comprehensive program development, rather than nurtures it. On the other hand, a consolidated effort in this regard would seem to create a peripheral movement that can generate genuine positive change within the system of state and local program development.

V. PROGRAM GUIDE
IMPLEMENTATION STRATEGIES

In late December of 1980, the Project Advisory Committee met to discuss implementation strategies relative to the development of a comprehensive program of occupational preparation for the handicapped in Georgia as outlined in this program guide. This committee, with broad based membership from vocational education, special education, vocational rehabilitation, parents of handicapped youth, and consumer advocates, determined that there was a need for both a generic and specific approach to developing the necessary continuum of services for comprehensive program fulfillment.

The generic approach advanced by the committee dealt with the initiation of leadership development activities for those persons directly responsible for providing occupational preparation opportunities for the handicapped. These leadership development activities would essentially be a scale model of the U. S. Department of Education funded Leadership Training Institute on Vocational and Special Education for the Handicapped at The University of Illinois, with the exception that these activities would be geared to a single state as opposed to a U. S. Department of Education region. These leadership development activities would be aimed at conceptually consolidating an appropriate team of leadership personnel at the local educational agency level. This team would enable the groundwork to be laid for on-site comprehensive occupational preparation programs for the handicapped.

Since the leadership development activities would involve personnel from the Departments of Education and Human Resources, it was proposed that this be a jointly funded endeavor in the form of a staff development grant. The considerations and concepts introduced in this program guide would serve as the basis and foundation for the leadership development activities.

Pursuant to their participation in the leadership development activities, local system leadership teams would be required to develop implementation plans

based on individual system concerns. These implementation team plans would then be monitored by the staff development grant project staff. Additional project staff responsibilities could be in providing technical assistance in related projects, and in providing input to the State Comprehensive System for Personnel Development (CSPD).

Once the leadership development activities have been initiated, the State could then appropriately issue a request for proposal (RFP) targeted at local systems to establish a model comprehensive program(s) of occupational preparation for the handicapped. Awarding of the RFP would be based on such items as site selection, transferability of model program procedures, the construction of personnel preparation staff development materials and implementation guides, and cost effectiveness. The local implementation team plans resulting from the leadership development activities could serve as the basis for a local system's response to the RFP, although the major purpose of the implementation team plan would be to assist the local system in setting consistent and coordinated directions.

The model program(s) efforts resulting from the subsequently funded project(s) will assist in defining the actual mechanics necessary to illustrate the concepts identified in this program guide. Once these mechanics have been defined, they can then be used to enhance each system's previously developed implementation team plan. It should be pointed out that one of the critical factors in the awarding of funds in this regard is site selection. The diversity of the state in terms of programs, practices, and procedures dictates that site selection(s) be representative of the entire state.

Another critical factor aside from the transferability of model program procedures and cost effectiveness, is the construction of personnel preparation staff development materials and implementation guides. Carefully done, these materials can also have transferability to other local systems. Transferability will allow for eventual systematic implementation practices and help focus teacher

education efforts.

The generic and specific approach interface promoted by the Advisory Committee appears to be a logical and sound response to a complex issue. It not only provides for addressing the development of a comprehensive program of occupational preparation for the handicapped from broad to narrow, it provides for addressing the problem from narrow to broad. An additional concern voiced by the Committee in reference to this point is that this type of two-pronged attack will mandate a great deal of consistent and single focus coordination. As the overall continuity of purpose begins to emerge, it is anticipated that a uniform pattern of complementary activities by each discipline and agency involved in the process of occupational preparation for the handicapped will also begin to emerge. Thus, the interaction between the generic and specific approaches will produce a solid foundation for comprehensive program realization.

VI. INTERAGENCY RESOURCE DIRECTORY

SCHOOL SYSTEM	SPECIAL EDUCATION	VOCATIONAL EDUCATION	VOCATIONAL REHABILITATION
Americus City Schools	Ms. Delores Tommie P. O. Box 847 Americus, GA 31709 (912) 924-3605	Mr. Dale E. Gordon Americus High School 805 Harrold Avenue Americus, GA 31709 (912) 924-3653	Mr. Clarence Short 402 North Jackson Americus, GA 31709 (912) 928-1320
Appling Co. Schools	Ms. Sheila Tillman Special Serv. Center Thomas Street Baxley, GA 31513 (912) 356-2635	Mr. D. D. Stoner Appling Co. Comp. H. S. Route 5 Baxley, GA 31513 (912) 367-4626	Mr. Henry Brobston Counselor 202 East Tollison Street P. O. Box 369 Baxley, GA 31513 (912) 367-9259
Atkinson Co. Schools	Ms. Doris Rainey P. O. Box 608 Roberts Street Pearson, GA 31642 (912) 422-7242	Edwin F. Davis, Super. Pearson, GA 31642	Guy McAllister District Director Waycross, GA (912) 285-6007
Atlanta City Schools	Dr. Barbara Nicholson 224 Central Avenue SW Atlanta, GA 30303 (404) 549-3381	Atlanta Area Vo-Tech School Betty Campbell, Director 1560 Stewart Avenue, SW Atlanta, GA 30310 (404) 758-9451 Mr. Bryant Jackson Carver Comp. H. S. 1275 Capitol Avenue Atlanta, GA 30315 (404) 523-7801 Mr. Robert F. Manuel B. T. Washington H. S. 45 Whitehouse Drive, SW Atlanta, GA 30314 (404) 758-7749 Mr. John E. Phillips S. H. Archer H. S. 2250 Perry Blvd. NW Atlanta, GA 30318 (404) 794-0518 Mr. Elton C. Strickland George High School 800 Hutchens Road Atlanta, GA 30354 (404) 363-0890 Mr. Clarence J. Lofton Smith Comp. H. S. 535 Hill Street, SE Atlanta, GA 30312 (404) 522-9184	Dr. Joseph N. Edwards Director State Office Administ. 47 Trinity Avenue, SW Atlanta, GA 30334 (404) 656-2621 Ms. Marjorie Young West Metro District Director 618 Ponce de Leon Avenue Atlanta, GA 30308 (404) 894-5028 Edgar Murphy, Director Atlanta Rehab. Center 1599 Memorial Drive, SE Atlanta, GA 30317 (404) 378-7591

SCHOOL SYSTEM	SPECIAL EDUCATION	VOCATIONAL EDUCATION	VOCATIONAL REHABILITATION
Bacon County Schools	Ms. Jacqueline Sharer 701 North Pierce Street Alma, GA 31510 (912) 632-7363	Mr. R. T. Johnson Bacon Co. High School North Pierce Street Alma, GA 31510 (912) 632-5301	Mr. Guy McAllister Southeast District Director P. O. Box 1488 Waycross, GA 31501 (912) 285-6007
Baker County Schools	Mr. Tommy Rogers P. O. Box 170 Newton, GA 31770 (912) 734-5346	H. E. Hall, Supt. Courthouse Newton, GA 31770 (912) 734-5346	Mr. Billy Brooks Southwest District Director 415 Pine Avenue Albany, GA 31702 (912) 439-4170
Baldwin County Schools	Mrs. Johnette McAfee 435 North Cobb Street Milledgeville, GA 31061 (912) 452-5489	Mr. Semon V. Monroe Baldwin Area Vo-Tech High School Highway #49 Milledgeville, GA 31061 (912) 452-0553	Mr. Marvin Denton Central District Director 707 Pine Street Macon, GA 31208 (912) 744-6000
Banks County Schools	Mr. Bobby Whitlock Route 1, Box 1657 Homer, GA 30547 (404) 677-2224	Bobby Lewallen, Supt. Box 1657, Hwy. 51 Homer, GA 30547 (404) 677-2224	Mr. Don Parks North District Director 440 Enota Drive, SW Gainesville, GA 30501 (404) 532-5266
Barrow County Schools	Ms. Gwen Ferguson P. O. Box 767 209 Church Street Winder, GA 30680 (404) 867-4527	Vocational Supervisor Winder-Barrow H. S. P. O. Box 728 601 North Fifth Avenue Winder, GA 30680 (404) 867-2618	Houston Deaver Eastern District Director 1727 Wrightsboro Road Augusta, GA 30904 (404) 828-3101
Bartow County Schools	Mr. Brad Paulk Educational Serv. Cntr. Cartersville, GA 30123 (404) 382-5404	Mr. Rufus M. Cantrell Cass Comp. High School Route 3, Grassdale Road Cartersville, GA 30120 (404) 382-0230 Mr. O. R. Stanley Adairsville Comp. H.S. P. O. Box 588 Adairsville, GA 30103 (404) 773-3781	Mr. Don Parks North District Director 440 Enota Drive, SW Gainesville, GA 30501 (404) 532-5266
Ben Hill County Schools	Mrs. Mildred Bower P. O. Box 1047 Fitzgerald, GA 31750 (912) 423-8759	Louis E. Harper, Supt. Courthouse Fitzgerald, GA 31750 (912) 423-3320	Mr. Billy Brooks Southwest District Director 415 Pine Avenue Albany, GA 31702 (912) 439-4170

SCHOOL SYSTEM	SPECIAL EDUCATION	VOCATIONAL EDUCATION	VOCATIONAL REHABILITATION
Berrien Co. Schools	Mr. Roy Westbrook West Washington St. Nashville, GA 31639 (912) 686-2081	Howard L. Smith, Supt. 412 West Washington St. Nashville, GA 31639 (912) 686-2081	Mr. Billy Brooks Southwest District Director 415 Pine Avenue Albany, GA 31702 (912) 439-4170
Bibb Co. Schools	Mike Van Wyck 3769 Ridge Avenue Macon, GA 31204 (912) 474-9440	Melton Palmer, Voc. Dir. 2064 Vineville Avenue Box 6157 Macon, GA 31208 (912) 742-8711 Mr. William A. Grant Northeast High School 1640 Upper River Road Macon, GA 31211 (912) 746-2761 Mr. Norwood Wilder Southwest High School 1837 Williamson Road Macon, GA 31206 (912) 788-8126	Mr. Marvin Denton Central District Director 707 Pine Street Macon, GA 31208 (912) 744-6000
Bleckley County Schools	Mrs. Annie L. Cooper P. O. Box 516 Cochran, GA 31014 (912) 934-2706	Mr. Wallace E. Lord Bleckley Co. High School East Dykes Street Cochran, GA 31014 (912) 934-7171	Mr. Marvin Denton Central District Director 707 Pine Street Macon, GA 31208 (912) 744-6000
Brantley Co. Schools	Ms. Peggy Justice P. O. Box 613 Nahunta, GA 31553 (912) 562-6176	Mr. James E. Thomas Brantley Co. H. S. P. O. Box 338 Nahunta, GA 31553 (912) 462-6426	Mr. Guy McAllister Southeast Dist. Director P. O. Box 1488 Waycross, GA 31501 (912) 285-6007
Bremen City Schools	Ms. Deborah Starr H. A. Jones Elem. Lakeview Drive (404) 537-4220	T. Murphy McManus, Supt. 504 Georgia Avenue Bremen, GA 30110 (404) 537-5508	Mr. Don Parks North District Director 440 Enota Drive, SW Gainesville, GA 30501 (404) 532-5266
Brooks Co. Schools	Mrs. Betty Horton P. O. Box 511 Quitman, GA 31642 (912) 263-7531	J. H. Wells, Supt. Barwick Road Quitman, GA 31643 (912) 263-7531	Mr. Billy Brooks Southwest District Director 415 Pine Avenue Albany, GA 31702 (912) 439-4170
Bryan County Schools	Ms. Wynelle Purcell P.O. Box 768 Pembroke, GA 31321 (912) 653-4381	June O. Baylor, Supt. P. O. Box 768 College Street Pembroke, GA 31321 (912) 653-4381	Mr. Guy McAllister Southeast Dist. Director P. O. Box 1488 Waycross, GA 31501 (912) 285-6007

SCHOOL SYSTEM	SPECIAL EDUCATION	VOCATIONAL EDUCATION	VOCATIONAL REHABILITATION
Buford City Schools	Dr. Hugh Kinard 181 Bona Road Buford, GA 30518 (404) 945-5035	Mr. Michael A. Jones Buford High School 2200 Highway 13 Buford, GA 30518 (404) 945-6768	Ms. Darlene Taylor East Metro Dist. Director 315 W. Ponce De Leon Ave. Decatur, GA 30030 (404) 656-2017
Bulloch County Schools	Mrs. June Smith Statesboro, GA 30458 (912) 764-6201	Mr. J. P. Foldes Statesboro High School Lester Road Statesboro, GA 30458 (912) 764-3351	Mr. Guy McAllister Southeast Dist. Director P. O. Box 1488 Waycross, GA 31501 (912) 285-6007
Burke County Schools	Ms. Lynn Cadle P. O. Box 596 Waynesboro, GA 30830 (404) 554-5101	W. A. Brannen Director of Voc. Ed. Assistant Superintendent 840 Academy Avenue P. O. Box 596 Waynesboro, GA 30830 (404) 554-5101	Mr. Houston Deaver East District Director 1727 Wrightsboro Road Augusta, GA 30904 (404) 828-3101
Butts County Schools	William Pierce P. O. Box 3819 Jackson, GA 30233 (404) 775-3127	J. M. L. Comer, Supt. 181 North Mulberry Jackson, GA 30233 (404) 775-7532	Mr. Charles Sheppard West District Director 233 12th Street Columbus, GA 31920 (404) 571-7401
Calhoun City Schools	Ms. Juanita King Calhoun High School Calhoun, GA 30701 (404) 629-9213	Mr. Ellis Hite Calhoun High School River Street Calhoun, GA 30601 (404) 629-9213	Mr. Don Parks North District Director 440 Enota Drive, SW Gainesville, GA 30501 (404) 532-5266
Calhoun County Schools		Mr. James C. Harpe Calhoun Co. H. S. Box 35 Edison, GA 31746 (912) 835-2473	Mr. Billy Brooks Southwest Dist. Director 415 Pine Avenue Albany, GA 31702 (912) 439-4170
Camden County Schools	Beth Morrison P. O. Box 68 Kingsland, GA 31548 (912) 729-5687	Mr. Soloman M. Sparks Camden County H. S. P. O. Box 798 St. Marys, GA 31558 (912) 882-4353	Mr. Guy McAllister Southeast Dist. Director P. O. Box 1488 Waycross, GA 31501 (912) 285-6007
Candler County Schools	James Wilcox Metter, GA 30439 (912) 685-5713	same	Mr. Guy McAllister Southeast Dist. Director P. O. Box 1488 Waycross, GA 31501 (912) 285-6007

SCHOOL SYSTEM	SPECIAL EDUCATION	VOCATIONAL EDUCATION	VOCATIONAL REHABILITATION
Carroll Co. Schools	Mrs. Diana Goss 450 North White St. Carrollton, GA 30117 (404) 832-1336	Travis Edmonson, Supt. 402 Newnan Street Carrollton, GA 30117 (404) 832-3568	Mr. Charles Sheppard West District Director 233 12th Street Columbus, GA 31920 (404) 571-7401
Carrollton City Schools	Mrs. Elizebeth Drummett 450 North White Street Carrollton, GA 30117 (404) 834-7077	Mr. B. J. Sawyer Carrollton High School Trojan Drive Carrollton, GA 30117 (404) 834-7726	Mr. Charles Sheppard West District Director 233 12th Street Columbus, GA 31920 (404) 571-7401
Cartersville City	Ms. Carol Kraich 315 Etowah Drive Cartersville, GA 30120 (404) 382-0662	Mr. Ed Vosburgh Cartersville H. S. Church Street Cartersville, GA 30120 (404) 386-3240	Mr. Don Parks North District Director 440 Enota Drive, SW Gainesville, GA 30501 (404) 532-5266
Catoosa Co. Schools	Mr. John Evans Cloud Elem. School Fernwood Drive Rossville, GA 30741	Mr. Austin E. Roberson Ringgold High School 400 North Sparks St. Ringgold, GA 30736 (404) 935-5024 Mr. Ed Vickery Lakeview-Ft. Oglethorpe High School Ft. Oglethorpe, GA 30742 (404) 861-2033	Mr. Don Parks North District Director 440 Enota Drive, SW Gainesville, GA 30501 (404) 532-5266
Charlton Co. Schools	Mrs. Gladys Glenn P. O. Box 518 500 South Third St. Folkston, GA 31537 (914) 496-2596	John Hambrick, Supt. P. O. Box 518 500 South Third St. Folkston, GA 31537 (912) 496-2596	Mr. Guy McAllister Southeast Dist. Director P. O. Box 1488 Waycross, GA 31501 (912) 285-6007
Chatham County Schools	Mrs. Juanita Walls 208 Bull Street Savannah, GA 31401 (912) 234-2541	Dr. John Nauright, Dir. 208 Bull Street Savannah, GA 31401 (912) 234-2541 Lewis D. Griner Savannah High School Washington Avenue Savannah, GA 31405 (912) 352-3271 Mr. Dewey Lee Robert W. Groves High School 100 Wheathill Road Garden City, GA 31408 (912) 964-8934	Mr. Guy McAllister Southeast Dist. Director P. O. Box 1488 Waycross, GA 31501 (912) 285-6007

SCHOOL SYSTEM	SPECIAL EDUCATION	VOCATIONAL EDUCATION	VOCATIONAL REHABILITATION
Chattahootchee County	Mr. Leonard McGuire P. O. Box 188 Cussetta, GA 31805 (404) 989-3678	Fred Alford, Supt. P. O. Box 188 Cussetta, GA 31805 (404) 989-3678	Mr. Charles Sheppard West District Director 233 12th Street Columbus, GA 31920 (404) 571-7401
Chattooga Co. Schools	Ms. Diane Poole P. O. Box 30 Summerville, GA 30747 (404) 857-3447	Mr. William B. Hair Chattooga High School Lyerly Highway Summerville, GA 30747 (404) 857-2402	Mr. Don Parks North District Director 440 Enota Drive, SW Gainesville, GA 30501 (404) 532-5266
Cherokee Co. Schools	Mr. Jerry Pritchard P. O. Box 769 110 Academy Street Canton, GA 30114 (404) 479-3967	Mrs. Gloria Kellogg Cherokee High School 651 Marietta Highway Canton, GA 30114 (404) 479-8745 Mr. Bobby Barron Etoway High School Route 3, Putnam Mill Road Woodstock, GA 30188 (404) 926-4411	Mr. Don Parks North District Director 440 Enota Drive, SW Gainesville, GA 30501 (404) 532-5266
Chickamauga City	Charles Lindsey Chickamauga, Elemen. Chickamauga, GA 30707 (404) 375-3182	W. W. Ware, Supt. Chickamauga, GA 30707 (404) 375-3183	Mr. Don Parks North District Director 440 Enota Drive, SW Gainesville, GA 30501 (404) 532-5266
Clarke Co. Schools	Mr. Doug Carmichael P. O. Box 1701 Athens, GA 30610 (404) 546-7721	Dr. Jerry Purser Voc. Ed. Administrator P. O. Box 1708 500 College Avenue Athens, GA 30603 (404) 546-7721 Mr. Larry S. Ward Cedar Shoals H. S. Cedar Shoals Drive Athens, GA 30607 (404) 546-5375 Mrs. Mary Lynn Kreuz Clarke Central H. S. 350 South Milledge Avenue Athens, GA 30606 (404) 548-5696	Mr. Houston Deaver East District Director 1727 Wrightsboro Road Augusta, GA 30904 (404) 828-3101
Clay Co. Schools	Mrs. Sue Cook P. O. Box 219 Ft. Gaines, GA 31751 (912) 768-2233	Jerry A. White, Supt. Fort Gaines, GA 31751 (912) 768-2232	Mr. Charles Sheppard West District Director 233 12th Street Columbus, GA 31920 (404) 571-7401

SCHOOL SYSTEM	SPECIAL EDUCATION	VOCATIONAL EDUCATION	VOCATIONAL REHABILITATION
Clayton Co. Schools	Milton McDonald 5870 Maddox Road Morrow, GA 30260 (404) 363-1971	Dr. J. H. Broughton Vocational Coordinator Jonesboro, GA 30236 (404) 478-9991 Jack Hinson Asst. Coord. Voc. Ed. Jonesboro, GA 30236 (404) 478-9991 Mr. Dan Tingle N. Clayton H. S. 1525 Norman Drive College Park, GA 30349 (404) 996-2763 Mr. Stephen M. Ward Riverdale H. S. 160 Roberts Drive Riverdale, GA 30274 (404) 477-9776 Mr. Ronald Hibbs Forest Park H. S. 5452 Phillips Drive Forest Park, GA 30050 (404) 361-0194 Mr. John N. Lilly Jonesboro H. S. 7728 Mt. Zion Blvd. Jonesboro, GA 30263 (404) 477-0130 Mr. Roger King Morrow High School 2299 Old Rex Morrow Rd. Morrow, GA 30260 (404) 363-6073	Ms. Darlene Taylor East Metro District Dir. 315 West Ponce De Leon Decatur, GA 30030 (404) 656-2017
Clinch County Schools	Ms. Jeanette Edwards Homerville Elem. Homerville, GA 31634 (912) 487-5385	H. Joe Brooks, Supt. Courthouse Homerville, GA 31634 (912) 487-5370	Mr. Guy McAllister Southeast Dist. Director P. O. Box 1488 Waycross, GA 31501 (912) 285-6007
Cobb Co. Schools	Mrs. Jerrie Griggs 440 Glover Street Marietta, GA 30060 (404) 422-9171	Jack Riner, Voc. Ed. Supervisor P. O. Box 1088 47 Waddell St. Marietta, GA 30061 (404) 422-9171	Ms. Marjorie Young West Metro Dist. Director 618 Ponce De Leon Ave. NE Atlanta, GA 30308 (404) 894- 5028

SCHOOL SYSTEM	SPECIAL EDUCATION	VOCATIONAL EDUCATION	VOCATIONAL REHABILITATION
Cobb County Schools		Mr. W. J. Boshell South Cobb High School 1830 Clay Road Austell, GA 30001 (404) 948-3215 Mr. Thomas L. Jones North Cobb High School Old 41 Highway Acworth, GA 30101 (404) 974-3222 Mr. Loyal F. Harris Osborne High School 4251 Favor Road Marietta, GA 30060 (404) 435-2123 Walton High School 1590 Bill Murdock Rd. Marietta, GA 30062 (404) 973-4250	
Coffee Co. Schools	Dr. Mary Lee Armstrong P. O. Box 959 Douglas, GA 31533 (912) 384-2086	Jack K. Willis, Supt. Box 959 Douglas, GA 31533 (912) 384-2086	Mr. Guy McAllister Southeast Dist. Director P. O. Box 1488 Waycross, GA 31501 (912) 285-6007
Colquitt Co. Schools	Dr. Ted Turnbough 901 Fifth Street, SW Moultrie, GA 31768 (912) 985-1614	Mr. William M. Yearta Colquitt Co. H. S. 1600 Park Avenue Moultrie, GA 31768 (912) 985-9226	Mr. Billy Brooks Southwest Dist. Director 415 Pine Avenue Albany, GA 31702 (912) 439-4170
Columbia Co. Schools	Conrad Stapleton P. O. Box 10 Appling, GA 30802 (404) 541-0650	Mr. Richard E. Ramsey Evans High School Evans, GA 30809 (404) 863-6774	Mr. Houston Deaver East District Director 1727 Wrightsboro Road Augusta, GA 30904 (404) 828-3101
Commerce City Schools	Mr. Richard Chambers P. O. Box 29 University Drive Commerce, GA 30529 (404) 335-3488	William B. Vandiver, Supt. University Drive Commerce, GA 30529 (404) 335-3488	Mr. Houston Deaver East District Director 1727 Wrightsboro Road Augusta, GA 30904 (404) 828-3101

SCHOOL SYSTEM	SPECIAL EDUCATION	VOCATIONAL EDUCATION	VOCATIONAL REHABILITATION
Cook County Schools	Mr. Roy Westbrook Parrish Avenue Adel, GA 31620 (912) 896-2294	Ms. Betty F. Bell Cook High School 800 N. Hutchinson Ave. Adel, GA 31620 (912) 896-2213	Mr. Billy Brooks Southwest Dist. Director 415 Pine Avenue Albany, GA 31702 (912) 439-4170
Coweta Co. Schools	Mrs. Marilyn Lamb 55 Savannah Street Newnan, GA 30263 (404) 253-3530	Mr. Bob Orr Newnan High School LaGrange Street Newnan, GA 30263 (404) 253-9522	Mr. Charles Sheppard West District Director 233 12th Street Columbus, GA 31920 (404) 571-7401
Crawford Co. Schools	Ms. Mary Gentry P. O. Box 8 Roberta, GA 31078 (912) 836-3131	Martin Presley Vocational Supervisor 322 Manor St. Roberta, GA 31078 (912) 836-3131	Mr. Marvin Denton Central District Director 707 Pine Street Macon, GA 31208 (912) 744-6000
Crisp County Schools	Mrs. Sue Royal P. O. Box 729 Cordele, GA 31015 (912) 273-1611	Mr. David Mills Crisp Co. H. S. 24th Avenue, East Cordele, GA 31015 (912) 273-3792	Mr. Charles Sheppard West District Director 233 12th Street Columbus, GA 31920 (404) 571-7401
Dade County Schools	Thomas Stringer P. O. Box 188 Case & Crabtree St. Trenton, GA 30752 (404) 657-4361	Mr. Charles Johnston Northwest Ga. H. S. Route 3 Trenton, GA 30752 (404) 657-7446	Mr. Don Parks North District Director 440 Enota Drive, SW Gainesville, GA 30501 (404) 532-5266
Dalton City Schools	Mr. John Haggerty P. O. Box 1408 100 S. Hamilton St. Dalton, GA 30720 (404) 278-8766	Mr. Glenn Masters Dalton High School 1500 Manly Street Dalton, GA 30720 (404) 278-8757	Mr. Don Parks North District Director 440 Enota Drive, SW Gainesville, GA 30501 (404) 532-5266
Dawson County Schools	Mr. Clarence Denard Box 360 Dawsonville, GA 30534 (404) 265-3976	Keith Stowers, Supt. Dawson Co. Courthouse Dawsonville, GA 30534 (404) 265-3246	Mr. Don Parks North District Director 440 Enota Drive, SW Gainesville, GA 30501 (404) 532-5266
Decatur City Schools	Mrs. Rebecca Fleischman 320 North McDonough St. Decatur, GA 30030 (404) 373-5809	Mr. James H. Frasier Decatur High School 320 North McDonough St. Decatur, GA 30030 (404) 373-7002	Ms. Darlene Taylor East Metro Dist. Director 315 W. Ponce De Leon Ave. Decatur, GA 30030 (404) 656-4017

SCHOOL SYSTEM	SPECIAL EDUCATION	VOCATIONAL EDUCATION	VOCATIONAL REHABILITATION
Decatur Co. Schools	Ms. Patricia Harrell 100 West Street P.O. Drawer 1406 Bainbridge, GA 31717 (912) 246-5898	Larry Murkerson Bainbridge High School 1301 E. College St. Bainbridge, GA 31717 (912) 246-3373	Mr. Billy Brooks Southwest Dist. Director 415 Pine Avenue Albany, GA 31702 (912) 439-4170
DeKalb Co. Schools	York Hudgins Robert Shaw Center 385 Glendale Road Scottdale, GA 30079 (404) 292-7272	Mr. James A. Wilbanks Occupational Education Center - North 1995 Womack Road Dunwoody, GA 30338 (404) 394-0321 Mr. Larry Ladner Occupational Education Center - South 1303 Panthersville Rd. Decatur, GA 30034 (404) 241-9400	Ms. Darlene Taylor East Metro Dist. Director 315 W. Ponce De Leon Ave. Decatur, GA 30030 (404) 656-2017
Dodge County Schools	Ms. Sandi Johnson P. O. Box 647 Eastman, GA 31023 (912) 374-5501	Dahl McDermitt, Supt. Eastman, GA 31023 (912) 374-3783	Mr. Marvin Denton Central District Director 707 Pine Street Macon, GA 31208 (912) 744-6000
Dooly County Schools	Mr. George Winters Federal Programs Office 9th Street Vienna, GA 31092 (912) 268-4815	Warren M. Alexander, Supt. Vienna, GA 31092 (912) 268-4761	Mr. Charles Sheppard West Dist. Director 233 12th Street Columbus, GA 31920 (404) 571-7401
Dougherty Co. Schools	Mrs. Camilla Merts P. O. Box 1470 Albany, GA 31703 (912) 888-5800	Mr. Robert L. James Albany Area Vocational High School P. O. Box 3586 Albany, GA 31706 (912) 439-1451 Mr. Commodore Conyers Dougherty High School 1800 Pierce Avenue Albany, GA 31701 (912) 436-9600	Mr. Billy Brooks Southwest Dist. Director 415 Pine Avenue Albany, GA 31702 (912) 439-4170
Douglas Co. Schools	John Re P. O. Box 1077 Douglasville, GA 30133 (404) 942-5411	Wendell Rogers Director of Voc. Ed. P. O. Box 1077 8334 Connally Drive Douglasville, GA 30133 (404) 942-5411	Ms. Marjorie Young West Metro District 618 Ponce De Leon Ave. Atlanta, GA 30308 (404) 894-5028

SCHOOL SYSTEM	SPECIAL EDUCATION	VOCATIONAL EDUCATION	VOCATIONAL REHABILITATION
Douglas Co. Schools		Mr. Jerry L. Winton Douglas Co. H. S. Cambellton Street Douglasville, GA 30134 (404) 942-7718 Mr. Donald Remillard Lithia Springs Comp. High School 2520 East County Line Rd. Lithia Springs, GA 30057 (404) 944-1903	
Dublin City Schools	Mrs. Lojuanna O'Neal Dublin, GA 31021 (912) 272-3051	Tom Stewart, Supt. Dublin, GA 31021 (912) 272-3440	Mr. Marvin Denton Central District Director 707 Pine Street Macon, GA 31208 (912) 744-6000
Early County Schools	Ms. Joy White Courthouse Blakely, GA 31723 (912) 723-4337	Mr. Bobby H. Davis Early Co. H. S. Columbia Street Blakely, GA 31723 (912) 723-3006	Mr. Billy Brooks Southwest Dist. Director 415 Pine Avenue Albany, GA 31702 (912) 439-4170
Echols County Schools	Mr. Jackie Carter P. O. Box 207 Statenville, GA 31648 (912) 559-5734	Mr. Jackie Carter, Supt. P. O. Box 207 Statenville, GA 31648 (912) 559-5734	Mr. Billy Brooks Southwest Dist. Director 415 Pine Avenue Albany, GA 31702
Effingham Co. Schools	Robert Bonner Ash Street Springfield, GA 31648 (912) 754-6491	Michael Moore, Supt. Ash Street Springfield, GA 31648 (912) 754-6491	Mr. Guy McAllister Southeast Dist. Director P. O. Box 1488 Waycross, GA 31501 (912) 285-6007
Elbert Co. Schools	Mr. Harold Hall 50 Laurel Drive Elberton, GA 30635 (404) 335-3488	Mr. Gary D. Jarvis Elbert Co. Comp. H.S. 450 Rhodes Drive Elberton, GA 30635 (404) 283-3680	Mr. Houston Deaver East District Director 1727 Wrightsboro Road Augusta, GA 30904 (404) 828-3101
Emanuel Co. Schools	Ms. Roberta Strong P. O. Box 98 Swainsboro, GA 30401 (912) 237-6674	H. Clyde Poole, Supt. P. O. Box 98 County Office Bldg. Swainsboro, GA 30401 (912) 237-6674	Mr. Houston Deaver East District Director 1727 Wrightsboro Road Augusta, GA 30904 (404) 828-3101

SCHOOL SYSTEM	SPECIAL EDUCATION	VOCATIONAL EDUCATION	VOCATIONAL REHABILITATION
Evans County Schools	Ms. Doris Sands P. O. Box 826 Claxton, GA 30417 (812) 739-3544	Lewis H. Griner, Supt. Claxton, GA 30417 (912) 739-3544 Mrs. Glenda D. Edwards Claxton High School North Clark Street Claxton, GA 30417 (912) 739-3993	Mr. Guy McAllister Southeast Dist. Director P. O. Box 1488 Waycross, GA 31501 (912) 285-6007
Fannin County Schools	Ms. Bonnie Handte #5 Westside Square Ellijay, GA 30540 (404) 635-5391	Mr. David Crawford Fannin County Comp. High School P. O. Box 937 Blue Ridge, GA 30513 (404) 632-2013	Mr. Don Parks North District Director 440 Enota Drive, SW Gainesville, GA 30501 (404) 532-5266
Fayette County Schools	Mrs. Lillie Moncus 210 Stonewall Avenue Fayetteville, GA 30214 (404) 461-4256	Mr. Jerry Whitaker Fayette Co. High School Fayetteville, GA 30214 (404) 461-1256	Mr. Charles Sheppard West District Director 233 12th Street Columbus, GA 31920 (404) 571-7401
Fitzgerald City Schools	Mildred Bower West Palm Street Fitzgerald, GA 31750 (912) 423-8758	Frank King, Supt. West Palm Street Fitzgerald, GA 31750 (912) 423-8758	Mr. Billy Brooks Southwest Dist. Director 415 Pine Avenue Albany, GA 31702 (912) 439-4170
Floyd County Schools	Ms. Jane Huntley 1307 Redmond Circle Rome, GA 30171 (404) 235-6061	C. M. Culberson, Coord. of Vocational Education 1307 Redmond Circle Rome, GA 30171 (404) 235-8228 Mr. Thomas E. Poe Coosa Valley Vocational High School 100 Vocational Drive Rome, GA 30161 (404) 235-4459 Mr. R. Dennis Johnston Coosa High School Route 5, Alabama Road Rome, GA 30161 (404) 234-8271	Mr. Don Parks North Dist. Director 440 Enota Drive, SW Gainesville, GA 30501 (404) 532-5266

SCHOOL SYSTEM	SPECIAL EDUCATION	VOCATIONAL EDUCATION	VOCATIONAL REHABILITATION
Forsyth County Schools	Ms. Paulette Stripland 101 School Street Cumming, GA 30130 (404) 887-2461	Mr. James G. Harris, Jr. Forsyth Co. Comp. H. S. Tribble Gap Road Cumming, GA 30130 (404) 887-2326	Mr. Don Parks North District Director 440 Enota Drive, SW Gainesville, GA 30501 (404) 532-5266
Franklin Co. Schools	Thomas H. White P. O. Box 98 Hull Street Carnesville, GA 30521 (404) 384-4556	Mr. Leonard C. Whitlow Franklin County H. S. Carnesville, GA 30521 (404) 384-4525	Mr. Don Parks North District Director 440 Enota Drive, SW Gainesville, GA 30501 (404) 532-5266
Fulton County Schools	Harold Smith 580 College St. Center Hapeville, GA 30354 (404) 763-0580	Dr. Walter E. Rugledge Director of Voc. Ed. Liberty-Guinn Center 4820 Long Island Drive Atlanta, GA 30342 (404) 256-3234 Mr. Rulon B. Johnson S. Fulton Voc. Center 4025 Flat Shoals Road College Park, GA 30349 (404) 964-3345	Ms. Marjorie Young West Metro Dist. Director 618 Ponce De Leon Ave. Atlanta, GA 30308 (404) 894-5028
Gainesville City	Mr. Jerry Grant 950 Woods Mill Road Gainesville, GA 30501 (404) 536-5275	Mr. Chuck Dyarmett Gainesville H. S. 1120 Rainey St. Gainesville, GA 30501 (404) 536-5194	Mr. Don Parks North District Director 440 Enota Drive, SW Gainesville, GA 30501 (404) 532-5266
Gilmer Co. Schools	Ms. Bonnie Handte #5 Westside Square Ellijay, GA 30540 (404) 635-5391	Mr. Homer Hefner Gilmer High School Box 385 Ellijay, GA 30540 (404) 635-4716	Mr. Don Parks North District Director 440 Enota Drive, SW Gainesville, GA 30501 (404) 532-5266
Glascock Co. Schools	Mrs. Etta Wilcher Box 205 Gibson, GA 30810 (404) 598-2291	same	Mr. Houston Deaver East District Director 1727 Wrightsboro Road Augusta, GA 30904 (404) 828-3101
Glynn County Schools	Ms. Charlotte Ogden Mr. Bill Young P. O. Box 1677 Brunswick, GA 31520 (912) 264-6220	William M. Roach Direc. of Vocational Ed. P. O. Box 1677 Brunswick, GA 31520 (912) 265-6590	Mr. Guy McAllister Southeast Dist. Director P. O. Box 1488 Waycross, GA 31501 (912) 285-6007

SCHOOL SYSTEMS	SPECIAL EDUCATION	VOCATIONAL EDUCATION	VOCATIONAL REHABILITATION
Glynn County Schools		Mr. L. E. McDowell Brunswick High School 3920 Habersham Street Brunswick, GA 31520 (912) 264-0685 Mr. Levern Carter Glynn Academy Mansfield Street Brunswick, GA 31520 (912) 265-1606	
Gordon County Schools	Raleigh Edwards Route 6 Liberty School Calhoun, GA 30701 (404) 629-4474	Ralph Bennett, Supt. P. O. Box 127 Columbus Drive Calhoun, GA 30701 (404) 629-7366	Mr. Don Parks North District Director 440 Enota Drive, SW Gainesville, GA 30501 (404) 532-5266
Grady County Schools	Ms. Ginger Etheredge P. O. Box 300 Cairo, GA 31728 (912) 377-3701	Mr. James Doc Elliott Cairo High School 455 5th Street Cairo, GA 31728 (912) 377-2044	Mr. Billy Brooks Southwest Dist. Director 415 Pine Avenue Albany, GA 31702 (912) 439-4170
Greene County Schools	Ms. Joan Biles P. O. Box 209 Corry Jr. High Greensboro, GA 30642 (404) 453-7434	Ford Boston, Supt. 203 Main Street Greensboro, GA 30642 (404) 453-7688 (404) 453-7859	Mr. Houston Deaver East District Director 1747 Wrightsboro Road Augusta, GA 30904 (404) 828-3101
Gwinnett Co. Schools	Bill Shubert Oakland Center 950 McElvaney Lane Lawrenceville, GA 30245 (404) 963-6713	Marion Scott Director of Voc. Ed. 52 Gwinnett Drive Lawrenceville, GA 30245 (404) 963-8651 Mr. Morris Friedman Parkview Voc. Center Cole Drive Lilburn, GA 30247 (404) 921-2826 Mr. H. T. Maxwell Gwinnett Career Center 990 McElvaney Lane Lawrenceville, GA 30245	Ms. Darlene Taylor East Metro Dist. Director 315 W. Ponce De Leon Decatur, GA 30030 (404) 656-2017
Habersham Co. Schools	Ms. Judy Forbes P. O. Box 467 Courthouse Clarkesville, GA 30523 (404) 754-2913	Dr. Jack Crosby Habersham Central H. S. P. O. Box 69 Cornelia, GA 30531 (404) 778-7161	Mr. Don Parks North District Director 440 Enota Drive, SW Gainesville, GA 30501 (404) 532-5266

SCHOOL SYSTEM	SPECIAL EDUCATION	VOCATIONAL EDUCATION	VOCATIONAL REHABILITATION
Hall County Schools	Mr. Bob Everett P. O. Box 1397 Gainesville, GA 30501 (404) 536-6681	Douglas Winters Director of Voc. Ed. 300 Green Street Gainesville, GA 30501 (404) 536-6681 Mr. Jerry Adams North Hall H. S. Route 9 Gainesville, GA 30501 (404) 983-7331 Mr. William B. Chandler Johnson High School Route 11 Gainesville, GA 30501 (404) 536-0441	Mr. Don Parks North District Director 440 Enota Drive, SW Gainesville, GA 30501 (404) 532-5266
Hancock Co. Schools	Ms. Betty Warren P. O. Box 488 Sparta, GA 31087 (404) 444-6621	Augusta Means Hancock Central High Sparta, GA 31087 (404) 444-5358	Mr. Marvin Denton Central Dist. Director 707 Pine Street Macon, GA 31208 (912) 744-6000
Haralson Co. Schools	Ms. Scottie Davis P. O. Box 508 Buchanan, GA 30113 (404) 656-3882	Mr. Jack Sims Haralson Co. Comp. H. S. Box 547 Tallapoosa, GA 30176 (404) 547-5200	Mr. Don Parks North District Director 440 Enota Drive, SW Gainesville, GA 30501 (404) 532-5266
Harris Co. Schools	Mrs. Mary Fannings Harris County Board of Education Hamilton, GA 31811 (404) 628-5197	Mr. Mike Babb Harris Co. High School P. O. Box 448 Hamilton, GA 31811 (404) 628-4278	Mr. Charles Sheppard West District Director 233 12th Street Columbus, GA 31920 (404) 571-7401
Hart County Schools	Ms. Sandra Holbrook P. O. Box 696 Campbell Drive Hartwell, GA 30643 (404) 376-5141	Mr. William P. Chandler Hart Co. Comp. H. S. P. O. Box 40, Campbell Dr. Hartwell, GA 30643	Mr. Don Parks North District Director 440 Enota Drive, SW Gainesville, GA 30501 (404) 532-5266
Heard Co. Schools	Mr. Thomas Miller Courthouse S. River Street Franklin, GA 30217 (404) 675-3320	H. R. Dowdy, Supt. Courthouse S. River Street Franklin, GA 30217 (404) 675-3320	Mr. Charles Sheppard West District Director 233 12th Street Columbus, GA 31920 (404) 571-7401

SCHOOL SYSTEM	SPECIAL EDUCATION	VOCATIONAL EDUCATION	VOCATIONAL REHABILITATION
Henry County Schools	Mrs. Betty Gibbs P. O. Box 479 McDonough, GA 30253 (404) 957-9950	Lewis Paul Rowan Henry Co. Comp. H. S. East Tomlinson St. McDonough, GA 30253 (404) 957-3223	Mr. Charles Sheppard West District Director 233 12th Street Columbus, GA 31920 (404) 571-7401
Hogansville City	Ms. Patty Higgins 300 W. Lakeview Drive LaGrange, GA 30240 (404) 884-8500	Louis E. Brummett, Supt. East Main Street Hogansville, GA 30230 (404) 637-6611	Mr. Charles Sheppard West District Director 233 12th Street Columbus, GA 31920 (404) 571-7401
Houston Co. Schools	Mrs. Ellen Maltais 1211 Washington St. Perry, GA 30169 (912) 987-1929	William E. Lambert Director of Voc. Ed. 1211 Washington St. Perry, GA 30169 (912) 987-1929 Mr. Carroll Smiley Houston Voc. Center 1550 Russell Parkway Warner Robins, GA 31093 (912) 922-4231	Mr. Marvin Denton Central District Director 707 Pine Street Macon, GA 31208 (912) 744-6000
Irwin County Schools	Dr. Jim Cleary P. O. Box 225 Ocilla, GA 31774 (912) 468-5524	Rudene Gentry, Supt. 210 Apple St. Ocilla, GA 31774 (912) 468-5524	Mr. Billy Brooks Southwest Dist. Director 415 Pine Avenue Albany, GA 31702 (912) 439-4170
Jackson Co. Schools	Ms. Rebecca Sorrow Box 279 Washington St. Jefferson, GA 30549 (404) 367-5459	M. L. Holliman, Supt. Washington Street Jefferson, GA 30549 (404) 367-5266	Mr. Houston Deaver East District Director 1727 Wrightsboro Road Augusta, GA 30904 (404) 828-3101
Jasper Co. Schools	Mary Lou Rawlins Jasper Co. High Monticello, GA 31064 (404) 468-2227	Mr. Nixon McWilliams Jasper Co. Comp. H. S. Post Road Monticello, GA 31064 (404) 468-6000	Mr. Marvin Denton Central District Director 707 Pine Street Macon, GA 31208 (912) 744-6000
Jeff Davis Co. Schools	Ms. Gayle Wooten P. O. Box 571 Hazlehurst, GA 31539 (912) 375-4286	Grover Herrington, Supt. Pine Forest Ave. Hazlehurst, GA 31539 (912) 375-4286	Mr. Guy McAllister Southeast Dist. Director P. O. Box 1488 Waycross, GA 31501 (912) 285-6007

SCHOOL SYSTEM	SPECIAL EDUCATION	VOCATIONAL EDUCATION	VOCATIONAL REHABILITATION
Jefferson City Schools	Mr. Donald O. Rocks P. O. Box 507 Jefferson, GA 30549 (404) 367-9298	Leland L. Dishman Superintendent Hwy. 129 Box 507 Jefferson, GA 30549 (404) 367-9831	Mr. Houston Deaver East District Director 1727 Wrightsboro Road Augusta, GA 30904 (404) 828-3101
Jefferson Co. Schools	Mr. Kenneth Kelly P. O. Box 449 Louisville, GA 30434 (912) 625-7626	Ollie W. Carter Superintendent P. O. Box 449 West 9th Street Louisville, GA 30434 (912) 625-7626	Mr. Houston Deaver East District Director 1727 Wrightsboro Road Augusta, GA 30904 (404) 828-3101
Jenkins Co. Schools	Ms. Katherine Boone P. O. Box 660 Millen, GA 30442 (912) 982-4305	George W. Pope, III Superintendent P. O. Box 660 115 E. Barney Avenue Millen, GA 30442 (912) 982-4305	Mr. Houston Deaver East District Director 1727 Wrightsboro Road Augusta, GA 30904 (404) 828-3101
Johnson Co. Schools	Mrs. Gladys Ivery P. O. Box 110 Wrightsville, GA 31096 (912) 864-3471	M. V. Claxton, Supt. P. O. Box 110 Elm Street Wrightsville, GA 31096 (912) 864-3302	Mr. Marvin Denton Central District Director 707 Pine Street Macon, GA 31208 (912) 744-6000
Jones County Schools	Mrs. Myrle Matthews Gray, Georgia 30132 (912) 986-3032	Linton Jordan, Supt. Courthouse Jefferson Street Gray, Georgia 31032 (912) 986-6580	Mr. Marvin Denton Central District Director 707 Pine Street Macon, GA 31208 (912) 744-6000
LaGrange City Schools	Mr. Lynn Batten P. O. Box 1466 LaGrange, GA 30240 (404) 884-7397	W. J. Webb LaGrange High School LaGrange, GA 30240 (404) 882-8128	Mr. Charles Sheppard West District Director 233 12th Street Columbus, GA 31920 (404) 571-7401
Lamar County Schools	Mrs. Mary Murphy 204 Gordon Road Barnesville, GA 30204 (404) 358-1159	N. D. Gibson Lamar Co. Comp. H. S. Rose Avenue Barnesville, GA 32104 (404) 358-1756	Mr. Charles Sheppard West District Director 233 12th Street Columbus, GA 31920 (404) 571-7401
Lanier County Schools	Ms. Rosa Robinson 406 East Church St. P. O. Box 158 Lakeland, GA 31635 (912) 482-3966	Mr. Henry A. Pridgen Lanier Co. High School Patten Street Lakeland, GA 31635 (912) 482-3868	Mr. Billy Brooks Southwest Dist. Director 415 Pine Avenue Albany, GA 31702 (912) 439-4170

SCHOOL SYSTEM	SPECIAL EDUCATION	VOCATIONAL EDUCATION	VOCATIONAL REHABILITATION
Laurens Co. Schools	Mrs. Evelyn Jackson P. O. Box 2128 Dublin, GA 31021 (912) 272-4767	Mr. J. S. Perry West Laurens H. S. Route 5 Dublin, GA 31021 (912) 272-1342 Mrs. Jeanette Fulford East Laurens H. S. Route 6 Dublin, GA 31021 (912) 272-3144	Mr. Marvin Denton Central District Director 707 Pine Street Macon, GA 31208 (912) 744-6000
Lee County Schools	Ms. Barbara Boyer Route 3, Box 50 Leesburg, GA 31763 (912) 759-2966	Mr. Derrel Quinn Lee Co. High School P. O. Box 178 Leesburg, GA 31763 (913) 759-6908	Mr. Billy Brooks Southwest Dist. Director 415 Pine Avenue Albany, GA 31702 (912) 439-4170
Liberty Co. Schools	Ms. Doris Barrow P. O. Box 93 Hinesville, GA 31313 (912) 876-3795	Mr. Van A. Phillips Bradwell Institute 100 Pafford Street Hinesville, GA 31513 (912) 876-6121	Mr. Guy McAllister Southeast Dist. Director P. O. Box 1488 Waycross, GA 31501 (912) 285-6007
Lincoln Co. Schools	Mrs. Jessie Stewart P.O. Box 39 Humphrey Street Lincolnton, GA 30817 (404) 359-3121	Martin Lonnie Harn Lincoln Co. High School Ward Avenue Lincolnton, GA 30817 (404) 359-7251	Mr. Houston Deaver East District Director 1727 Wrightsboro Road Augusta, GA 30904 (404) 828-3101
Long County Schools	Larry Purcell P. O. Box 428 Ludowici, GA 31316 (912) 545-2367	Marcus H. Nobles, Supt. Ludowici, GA 31316 (912) 545-2367	Mr. Guy McAllister Southeast Dist. Director P. O. Box 1488 Waycross, GA 31501 (912) 285-6007
Lowndes Co. Schools	Mrs. Betty Scruggs 1106 St. Augustine Road Valdosta, GA 31601 (912) 242-8772	Mr. Charles R. Woods Lowndes High School P. O. Box 1227 Valdosta, GA 31601 (912) 244-6951	Mr. Billy Brooks Southwest Dist. Director 415 Pine Avenue Albany, GA 31702 (912) 439-4170
Lumpkin Co. Schools	Mr. Stan Worley 284 Courthouse Hill Dahlonega, GA 30533 (404)864-3611	Mr. J. Allen Seabolt Lumpkin Co. H. S. Box 37 Dahlonega, GA 30533 (404) 864-2557	Mr. Don Parks North District Director 440 Enota Drive, SW Gainesville, GA 30501 (404) 532-3266

SCHOOL SYSTEM	SPECIAL EDUCATION	VOCATIONAL EDUCATION	VOCATIONAL REHABILITATION
Macon County Schools	Mr. Hosie Waters P. O. Box 488 Oglethorpe, GA 31068 (912) 472-8188	Jack L. Fokes, Supt. Oglethorpe, GA 31068 (912) 472-8188	Mr. Charles Sheppard West District Director 233 12th Street Columbus, GA 31920 (404) 571-7401
Madison Co. Schools	Ms. Mary Helen Banister Royston Road Danielsville, GA 30633 (404) 795-2191	Jimmy R. Minish Madison Co. High School Danielsville, GA 30633 (404) 791-2173	Mr. Houston Deaver 1727 Wrightsboro Road Augusta, GA 30904 (404) 828-3101
Marietta City Schools	Don Fielder 353 Lemon Street Marietta, GA 30060 (404) 427-4631	Mr. Carl Etter Marietta High School 121 Winn Street Marietta, GA 30064 (404) 428-6368	Ms. Marjorie Young West Metro Dist. Director 618 Ponce De Leon Avenue Atlanta, GA 30308 (404) 894-5028
Marion County Schools	Mrs. Tiny Davis P. O. Box 391 Buena Vista, GA 31803 (912) 649-7606	Mr. John E. McCary Tri-County High School P. O. Box 177 Buena Vista, GA 31803 (912) 649-7267	Mr. Charles Sheppard West District Director 233 12th Street Columbus, GA 31920 (404) 571-7401
McDuffie County Schools	Mrs. Jessie Stewart P. O. Box 957 716 North Lee St. Thomson, GA 30824 (404) 595-1918	Mr. Charles Hill Thomson High School P. O. Box 1077 Thomson, GA 30824 (404) 595-7633	Mr. Houston Deaver East District Director 1727 Wrightsboro Road Augusta, GA 30904 (404) 828-3101
McIntosh Co. Schools	Ms. JoAnne Johnson P. O. Box 744 Darien, GA 31305 (912) 437-4285	Walter E. Ethington, Supt. Darien, GA 31305 (912) 437-4747	Mr. Guy McAllister P. O. Box 1488 Waycross, GA 31501 (912) 285-6007
Meriwether Co. Schools	Mrs. Ricki Bishop Box H Greenville, GA 30222 (404) 672-4297	Harry A. Brown, Supt. N. Court Square Greenville, GA 30222 (404) 672-4297	Mr. Charles Sheppard West District Director 233 12th Street Columbus, GA 31920 (404) 571-7401
Miller County Schools	Ms. Joy Dancer Courthouse Square Colquitt, GA 31737 (912) 548-3953	Jim Tom Tabb, Supt. Courthouse Square Colquitt, GA 31737 (912) 548-5592	Mr. Billy Brooks Southwest Dist. Director 415 Pine Avenue Albany, GA 31702 (912) 439-4170
Mitchell Co. Schools	Mr. Bob Hayek 82 Lewis Drive Camilla, GA 31730 (912) 294-4077	John H. Birdsong Mitchell Co. H. S. S. Harney Street Camilla, GA 31730 (912) 336-7270	Mr. Billy Brooks Southwest Dist. Director 415 Pine Avenue Albany, GA 31702 (912) 439-4170

SCHOOL SYSTEM	SPECIAL EDUCATION	VOCATIONAL EDUCATION	VOCATIONAL REHABILITATION
Monroe County Schools	Ms. Faye Melton P. O. Box 1308 Forsyth, GA 31029 (912) 994-2031	Charles E. Dumas, Supt. 310 Montpelier Avenue Forsyth, GA 31029 (912) 994-2031	Mr. Marvin Denton Central District Director 707 Pine Street Macon, GA 31208 (912) 744-6000
Montgomery Co. Schools	Ms. Marlene Tomlin Board of Education Mt. Vernon, GA 30445 (912) 583-2301	Emerson Warnock, Supt. Board/Washington Sts. Mt. Vernon, GA 30445 (912) 583-2301	Mr. Marvin Denton Central District Director 707 Pine Street Macon, GA 31208 (912) 744-6000
Morgan County Schools	Ms. Jessie Cunningham Route 2, Box 5-E Madison, GA 30650 (404) 342-0752	Mr. Terry F. Dover Morgan Co. High School Route 2, Box 5-A Madison, GA 30650 (404) 342-2336	Mr. Houston Deaver East District Director 1727 Wrightsboro Road Augusta, GA 30904 (404) 828-3101
Murray County Schools	Ms. Lynn Duncan P. O. Box 68 715 Chestnut Street Chatsworth, GA 30605 (404) 695-4531	Mr. M. D. Jackson Murray Co. High School Green Road Chatsworth, GA 30605 (404) 695-6112	Mr. Don Parks North District Director 440 Enota Drive, SW Gainesville, GA 30501 (404) 532-5266
Muscogee Co. Schools	Mr. Yehuda Hershowitz 539 Brown Avenue Columbus, GA 31906 (404) 324-5661	W. G. Hartline Dir. of Columbus Area Vo-Tech School 1200 Bradley Drive Columbus, GA 31906 (404) 324-5661 Jere Richardson Dir. of Adult and Vocational Education 1200 Bradley Drive Columbus, GA 31906 (404) 324-5661 John M. Washington Columbus High School 1700 Cherokee Avenue Columbus, GA 31906 (404) 324-3794 Dr. James C. Nolen Hardaway High School 2901 College Drive Columbus, GA 31906 (404) 327-6527 J. W. Entrekin Jordan Voc. H. S. 3200 Howard Avenue Columbus, GA 31904 (404) 324-3782	Mr. Charles Sheppard West District Director 233 12th Street Columbus, GA 31920 (404) 571-7401

SCHOOL SYSTEM	SPECIAL EDUCATION	VOCATIONAL EDUCATION	VOCATIONAL REHABILITATION
Muscogee Co. Schools		Mr. E. Eugene Carmack Carver High School 3100 8th Street Columbus, GA 31906 (404) 324-7261 Mike Frew Shaw High School 7601 Schomburg Road Columbus, GA 31904 (404) 568-4051 Billie Jean Stallings Kendrick High School 6015 Georgetown Drive Columbus, GA 31907 (404) 561-7772 J. Robert Jones Spencer High School 4340 Victory Drive Columbus, GA 31903 (404) 682-1630 Lewis H. Worth Baker High School 1544 Benning Road Columbus, GA 31903 (404) 689-2[illegible]	
Newton County Schools	Anthony Molinaro P. O. Box 1469 3187 Newton Drive, NE Covington, GA 30209 (404) 787-1330	Dick Schneider Newton Co. Comp. H. S. Route 2, Ram Drive Covington, GA 30209 (404) 787-2250	Ms. Darlene Taylor East Metro Dist. Director 315 W. Ponce De Leon Decatur, GA 30030 (404) 656-2017
Oconee County Schools	Ms. Debra Taylor P. O. Box 146 Courthouse Watkinsville, GA 30677 (404) 769-5130	S. H. Sanders, Supt. Courthouse Watkinsville, GA 30677 (404) 769-5130	Mr. Houston Deaver East District Director 1727 Wrightsboro Road Augusta, GA 30904 (404) 828-3101
Oglethorpe Co. Schools	Bill J. Dawson P. O. Box 190 Lexington, GA 30648 (404) 743-8128	Thomas Y. Harris, Supt. P. O. Box 190 Hwy. 78 Lexington, GA 30648 (404) 743-8128	Mr. Houston Deaver East District Director 1727 Wrightsboro Road Augusta, GA 30904 (404) 828-3101

SCHOOL SYSTEM	SPECIAL EDUCATION	VOCATIONAL EDUCATION	VOCATIONAL REHABILITATION
Paulding Co. Schools	Ms. Dixie Harris 522 Hardee Street Dallas, GA 30132 (404) 445-5951	Joe H. Harwel Paulding Co. Comp. H.S. Highway 61, South Dallas, GA 30132 (404) 445-7832	Mr. Don Parks North District Director 440 Enota Drive, SW Gainesville, GA 30501 (404) 532-5266
Peach County Schools	William Alford Ft. Valley, GA 30130 (912) 825-5933	Frank A. Spearman Peach Co. High School Campus Drive Fort Valley, GA 31030 (912) 825-3402	Mr. Marvin Denton Central Dist. Director 707 Pine Street Macon, GA 31208 (912) 744-6000
Pelham City Schools	Mr. Ray McCall P. O. Box 628 Pelham, GA 31779 (912) 294-4077	Dr. Travis J. Ouzts, Supt. Mathewson Avenue Pelham, GA 31779 (912) 294-8715	Mr. Billy Brooks Southwest Dist. Dir. 415 Pine Avenue Albany, GA 31702 (912) 439-4170
Pierce County Schools	Mr. Lenn Taylor Ware Street Elem. Ware Street Blackshear, GA 31516 (912) 449-4321	Edward Drawdy, Supt. Gorden St. Courthouse Annex Blackshear, GA 31516 (912) 449-5564	Mr. Guy McAllister Southeast Dist. Director P. O. Box 1488 Waycross, GA 31501 (912) 285-6007
Pickens Co. Schools	Ms. Bonnie Handte #5 Westside Square Ellijay, GA 30540 (404) 635-5391	Ms. Cheryl Cochran Pickens High School 670 West Church Street Jasper, GA 30143 (404) 692-6313	Mr. Don Parks North District Director 440 Enota Drive, SW Gainesville, GA 30501 (404) 532-5266
Pike County Schools	Mrs. Mary Murphy P. O. Box 386 Jackson Street Zebulon, GA 30295 (404) 567-8489	Dr. James D. Turpin, Supt. Jackson Street Zebulon, GA 30295 (404) 567-8489 (404) 567-8499	Mr. Charles Sheppard West District Director 233 12th Street Columbus, GA 31920 (404) 571-7401
Polk County Schools	Mrs. Julie Dean P. O. Box 128 Cedartown, GA 30125 (404) 748-3821	Mr. Robert Odom Rockmart High School Piedmont Avenue Rockmart, GA 30153 (404) 684-5341 Mr. Radford L. Talley Cedartown Comp. H. S. Rockmart Road Cedartown, GA 30125 (404) 748-0499	Mr. Don Parks North District Director 440 Enota Drive, SW Gainesville, GA 30501 (404) 532-5266

SCHOOL SYSTEM	SPECIAL EDUCATION	VOCATIONAL EDUCATION	VOCATIONAL REHABILITATION
Pulaski Co. Schools	Mrs. Orabelle Hill P. O. Box 148 Hawkinsville, GA 31036 (912) 783-1552	Mr. Fred Wimberly Hawkinsville H. S. P. O. Box 429 Hawkinsville, GA 31036 (912) 783-2726	Mr. Marvin Denton Central District Director 707 Pine Street Macon, GA 31208 (912) 744-6000
Putnam Co. Schools	Dr. Caroline Holder 304 W. Marion Street Eatonton, GA 31024 (404) 485-6390	John R. Miller Putnam Co. H. S. Route 3, Box 209M Eatonton, GA 31024 (404) 485-9971	Mr. Marvin Denton Central District Director 707 Pine Street Macon, GA 31208 (912) 744-6000
Quitman Co. Schools	Ms. Karen Mason Quitman Co. Elem. Georgetown, GA 31754 (912) 334-4298	James J. Gary, Supt. Georgetown, GA 31754 (912) 334-4189	Mr. Charles Sheppard West District Director 233 12th Street Columbus, GA 31920 (404) 571-7401
Rabun County Schools	Mr. Alex Roane Box 458 Mountain City School Building Clayton, GA 30525 (404) 746-5376	Mr. Jack Prince Rabun Co. High School Highway 441, South Clayton, GA 30525 (404) 782-4527	Mr. Don Parks North District Director 440 Enota Drive, SW Gainesville, GA 30501 (404) 532-5266
Randolph Co. Schools	Mrs. Patricia Goodman 309 North Webster St. Cuthbert, GA 31740 (912) 732-2641	Mr. Tom Liggett Randolph Co. Comp. H. S. P. O. Box 30 Cuthbert, GA 31740 (912) 732-6227	Mr. Charles Sheppard West District Director 233 12th Street Columbus, GA 31920 (404) 571-7401
Richmond Co. Schools	Mrs. Nancy Moak 3146 Lake Forest Dr. Augusta, GA 30904 (404) 738-1458	Cecil D. Cowart Asst. Supt. for Voc.Ed. 2083 Heckle St. Augusta, GA 30904 (404) 736-8451 Mr. R. Vernon Smith Academy for Richmond County 910 Russell Street Augusta, GA 30904 (404) 733-6509	Mr. Houston Deaver East District Director 1727 Wrightsboro Road Augusta, GA 30904 (404) 828-3101
Rockdale Co. Schools	Mrs. Anne Jones 945 North Main Street Conyers, GA 30207 (404) 483-4713	Thomas O. Hickey Rockdale Co. Comp. H.S. Bulldog Circle Conyers, GA 30207 (404) 483-8865	Ms. Darlene Taylor East Metro Dist. Dir. 315 West Ponce De Leon Decatur, GA 30030 (404) 656-2017

SCHOOL SYSTEM	SPECIAL EDUCATION	VOCATIONAL EDUCATION	VOCATIONAL REHABILITATION
Rome City Schools	Ms. Pam Hamilton 508 East Second Street Rome, GA 30161 (404) 291-7407	Maurice Culberson Dir. of Vocational Ed. 508 E. Second St. Rome, GA 30161 (404) 291-9390	Mr. Don Parks North District Director 440 Enota Drive, SW Gainesville, GA 30501 (404) 532-5266
Schley County Schools	Mr. Carey York P. O. Box 606 Ellaville, GA 31806 (912) 937-2805	Arthur T. Miller, Supt. Ellaville, GA 31806 (912) 937-2405	Mr. Charles Sheppard West District Director 233 12th Street Columbus, GA 31920 (404) 571-7401
Screven Co. Schools	Ms. Ann Norton P. O. Box 1668 216 Mims Road Sylvania, GA 30467 (912) 564-7114	John A. Mills, Supt. P. O. Box 1668 216 Mims Road Sylvania, GA 30467 (912) 564-7114	Mr. Houston Deaver East District Director 1727 Wrightsboro Road Augusta, GA 30904 (404) 828-3101
Seminole Co. Schools	Mrs. Grace Craft P. O. Box 188 Donalsonville, GA 31745 (912) 524-5280	Jesse McLeod, Supt. P. O. Box 188 Courthouse Donalsonville, GA 31743 (912) 524-2433	Mr. Billy Brooks Southwest Dist. Director 415 Pine Avenue Albany, GA 31702 (912) 439-4170
Social Circle City	Mr. Wayne Meyers Northeast GA CESA 375 Winter Drive Winterville, GA 30683 (404) 742-8292	John T. Burks, Supt. 145 Clarke Avenue Social Circle, GA 30279 (404) 464-2611	Mr. Houston Deaver East District Director 1727 Wrightsboro Road Augusta, GA 30904 (404) 828-3101
Spalding Co. Schools	Mrs. Bobbie Larsen P. O. Drawer N Griffin, GA 30223 (404) 227-9478	Charles H. Green, Supt. P. O. Drawer N Griffin, GA 30223 (404) 22709478	Mr. Charles Sheppard West District Director 233 12th Street Columbus, GA 31920 (404) 571-7401
Stephens Co. Schools	Mrs. Dale Moseley Route 2 Oak Hill Center Toccoa, GA 30577 (404) 779-3113	Mr. Ron Barker Stephens Co. H. S. Route 5 Toccoa, GA 30577 (404) 886-8611	Mr. Don Parks North District Director 440 Enota Drive, SW Gainesville, GA 30501 (404) 532-5266
Stewart Co. Schools	Ms. Thelma Seay P. O. Box 666 Lumpkin, GA 31815 (912) 924-4955	Mr. Jim Faulkner Stewart Co. H. S. P. O. Box 706 Lumpkin, GA 31815 (912) 838-4424	Mr. Charles Sheppard West District Director 233 12th Street Columbus, GA 31920 (404) 571-7401

SCHOOL SYSTEM	SPECIAL EDUCATION	VOCATIONAL EDUCATION	VOCATIONAL REHABILITATION
Sumter Co. Schools	Mrs. Ora Lee Peterson Route 2, Material Cntr. Americus, GA 31709 (912) 924-4955	Buford Reese Sumter Co. Schools Americus, GA 31709 (912) 924-6949	Mr. Charles Sheppard West District Director 233 12th Street Columbus, GA 31920 (404) 571-7401
Talbot County Schools	Mr. John Crawford Box 515 Talbotton, GA 31827 (404) 665-8528	J. B. King, Supt. Talbotton, GA 31827 (404) 665-8528	Mr. Charles Sheppard West District Director 233 12th Street Columbus, GA 31920 (404) 571-7401
Taliaferro Co. Schools	Ms. Lola Williams P. O. Box 92 Alexander St. Crawfordville, GA 30631 (404) 456-2765	same	Mr. Houston Deaver East District Director 1727 Wrightsboro Road Augusta, GA 30904 (404) 828-3101
Tattnall Co. Schools	Ms. Brenda Driver Reidsville, GA 30453 (912) 557-4726	Ben F. Sikes, Supt. Reidsville, GA 30453 (912) 557-4726	Mr. Guy McAllister Southeast Dist. Director P. O. Box 1488 Waycross, GA 31501 (912) 285-6007
Taylor County Schools	Mr. Jack Gordon P. O. Box 248 Butler, GA 31006 (912) 862-3383	Larry Wilkerson Taylor Co. H. S. Box 247 Butler, GA 31006 (912) 862-3314	Mr. Charles Sheppard West District Director 233 12th Street Columbus, GA 31920 (404) 571-7401
Telfair County Schools	Ms. Debra Brantley P. O. Box 240 McRae, GA 31055 (912) 868-5661	Steeny Chester Banks Telfair Co. H. S. Highway 441, South McRae, GA 31055 (912) 868-5394	Mr. Marvin Denton Central District Director 707 Pine Street Macon, GA 31208 (912) 744-6000
Terrell Co. Schools	Barbara Boyer Route 3, Box 50 Leesburg, GA 31763 (912) 759-2966	Edwin N. Bateman Terrell High School P. O. Box 85 Dawson, GA 31742 (912) 995-5466	Mr. Billy Brooks Southwest Dist. Director 415 Pine Avenue Albany, GA 31702 (912) 439-4170
Thomas County Schools	Ms. Rhetta Singletary P. O. Box 2300 Thomasville, GA 31792 (912) 226-7102	Sherman B. Hall Thomas Co. Schools Thomasville, GA 31792 (912) 226-7102	Mr. Billy Brooks Southwest Dist. Director 415 Pine Avenue Albany, GA 31702 (912) 439-4170

SCHOOL SYSTEM	SPECIAL EDUCATION	VOCATIONAL EDUCATION	VOCATIONAL REHABILITATION
Thomaston City Schools	Ms. Ruth Heule P. O. Box 872 Thomaston, GA 30286 (404) 647-9365	Harold O. Maguire, Supt. 311 S. Center Street Thomaston, GA 30286 (404) 647-7344 (404) 647-8353	Mr. Charles Sheppard West District Director 233 12th Street Columbus, GA 31920 (404) 571-7401
Thomasville City Schools	Ms. Betty Cox P. O. Box 1999 Thomasville, GA 31792 (912) 226-1601	W. C. Herndon Area Vocational H. S. Highway 19 & 319 Thomasville, GA 31792 (912) 226-3801	Mr. Billy Brooks Southwest Dist. Director 415 Pine Avenue Albany, GA 31702 (912) 439-4170
Tift County Schools	Ms. Edna Hare 207 North Ridge Avenue Tifton, GA 31793 (912) 382-4000	Mr. Jack Smith Tift Co. H. S. West 8th Street Tifton, GA 31794 (912) 382-7952	Mr. Billy Brooks Southwest Dist. Director 415 Pine Avenue Albany, GA 31702 (912) 439-4170
Toombs Co. Schools	Ms. Mary Ware Lyons, GA 30436 (912) 526-3141	Wm. Powell Collins Superintendent Lyons, GA 30436 (912) 526-3141	Mr. Guy McAllister Southeast Dist. Director P.O. Box 1488 Waycross, GA 31501 (912) 285-6007
Towns County Schools	Mickey Wilson Towns Co. H. S. P. O. Box 437 Hiawassee, GA 30546 (404) 896-4131 or 3525	Bill Kendall, Supt. Courthouse Hiawassee, GA 30546 (404) 896-2279	Mr. Don Parks North District Director 440 Enota Drive, SW Gainesville, GA 30501 (404) 532-5266
Treutlen Co. Schools	Ms. Inez Keene Treutlen Primary Soperton, GA 30457 (912) 529-3214	Bobby Driggers, Supt. Soperton, GA 30457 (912) 529-4228; 529-4423	Mr. Marvin Denton Central District Director 707 Pine Street Macon, GA 31208 (912) 744-6000
Trion City Schools	Ms. Sue Scott Hayes Trion Elem. School Trion, GA 30653 (404) 734-2991	Bill Kinzy, Supt. Park Avenue Trion, GA 30653 (404) 734-2431	Mr. Don Parks North District Director 440 Enota Drive, SW Gainesville, GA 30501 (404) 532-5266
Troup County Schools	Mr. Phillip Reams Courthouse Annex LaGrange, GA 30240 (404) 884-8634	Otis J. Abernathy, Supt. Courthouse Annex 118 Ridley Avenue LaGrange, GA 30240 (404) 884-8634	Mr. Charles Sheppard West District Director 233 12th Street Columbus, GA 31920 (404) 571-7401

SCHOOL SYSTEM	SPECIAL EDUCATION	VOCATIONAL EDUCATION	VOCATIONAL REHABILITATION
Turner Co. Schools	Ms. Erline Pate 213 North Cleveland St. Ashburn, GA 31714 (912) 567-3338	O. H. Rhodes Turner Co. H. S. 601 East Madison Ashburn, GA 31714 (912) 567-4078	Mr. Billy Brooks Southwest Dist. Director 415 Pine Avenue Albany, GA 31702 (912) 439-4170
Twiggs County Schools	Theodore Smith P. O. Box 232 Jeffersonville, GA 31044 (912) 945-3127	Charles W. Reily, Supt. Intersection, I-16 and Ga. 96 Jeffersonville, GA 31044 (912) 945-3127	Mr. Marvin Denton Central District Director 707 Pine Street Macon, GA 31208 (912) 744-6000
Union County Schools	Ms. Gwen Dyer School Street Blairsville, GA 30512 (404) 745-2216	James S. Allison Union Co. High School Blairsville, GA 30512 (404) 745-4951	Mr. Don Parks North District Director 440 Enota Drive, SW Gainesville, GA 30501 (404) 532-5266
Upson County Schools	Mrs. Mary Murphy P. O. Box 831 Courthouse Thomaston, GA 30286 (404) 647-9621	C. L. McSwain, Supt. Courthouse Thomaston, GA 30286 (404) 647-9621	Mr. Charles Sheppard West District Director 233 12th Street Columbus, GA 31920 (404) 571-7401
Valdosta City Schools	Mrs. Liska Wetherington P. O. Box 1085 Valdosta, GA 31601 (912) 244-7862	Mr. James Bridges Valdosta High School 3101 North Forrest Street Valdosta, GA 31601 (912) 242-7106	Mr. Billy Brooks Southwest Dist. Director 415 Pine Avenue Albany, GA 31702 (912) 439-4170
Vidalia City Schools	Mrs. Marlene Tomlin College Street Vidalia, GA 30474 (912) 537-3088	Steve Weeks Vidalia High School 3101 North Forrest St. Vidalia, GA 31601 (912) 537-7932	Mr. Guy McAllister Southeast Dist. Director P. O. Box 1488 Waycross, GA 31501 (912) 285-6007
Walker County Schools	Ms. Shirley Byler P. O. Box 29 201 S. Duke Street LaFayette, GA 30728 (404) 638-1240	J. C. Gober, Coord. of Vo-Tech Instruction P. O. Box 29 201 S. Duke St. LaFayette, GA 30728 (404) 638-1240 Mr. Glenn Phillips LaFayette High School 301 North Cherokee St. LaFayette, GA 30728 (404) 638-2342	Mr. Don Parks North District Director 440 Enota Drive, SW Gainesville, GA 30501 (404) 532-5266

SCHOOL SYSTEM	SPECIAL EDUCATION	VOCATIONAL EDUCATION	VOCATIONAL REHABILITATION
Walker Co. Schools		Ms. Brenda S. Noblitt Chattanooga Valley H.S. Route 3, Allgood Road Chattanooga, TN 37409 (404) 820-0735 Mr. Loyd C. Gass Rossville High School Bryan Street Rossville, GA 30741 (404) 866-5666	
Walton County Schools	Mr. James Lineberger 115 Oak Street Monroe, GA 30655 (404) 267-6544	Dennis P. Fuller Monroe Area Comp. H. S. Bryant Road Monroe, GA 30655 (404) 267-7527	Mr. Houston Deaver East District Director 1727 Wrightsboro Road Augusta, GA 30904 (404) 828-3101
Ware County Schools	Ms. Marjorie Brooks P. O. Box 1789 Waycross, GA 31501 (912) 283-8656	Richard B. Young, Supt. P. O. Box 1789 215 Oak Street Waycross, GA 31501 (912) 283-8656	Mr. Guy McAllister Southeast Dist. Director P. O. Box 1488 Waycross, GA 31501 (912) 285-6007
Warren County Schools	J. Daniel Marshall P. O. Box 228 107 Academy Street Warrenton, GA 30828 (404) 465-3383	George M. Holliman, Supt. P. O. Box 228 107 Academy St. Warrenton, GA 30828 (404) 465-3383	Mr. Houston Deaver East District Director 1727 Wrightsboro Road Augusta, GA 30904 (404) 828-3101
Washington Co. Schools	Bobby Nash P. O. Box 716 Sandersville, GA 31082 (912) 552-3225	Jim Paul Poole Washington Co. Career Center 608 Hines Street Sandersville, GA 31082 (912) 552-3572	Mr. Marvin Denton Central District Director 707 Pine Street Macon, GA 31208 (912) 744-6000
Waycross City Schools	Ms. Martha Billups 1200 Colley Street Waycross, GA 31501 (912) 283-1113	J. D. McLean Waycross High School 700 Central Avenue Waycross, GA 31501 (912) 283-5406	Mr. Guy McAllister Southeast Dist. Director P. O. Box 1488 Waycross, GA 31501 (912) 285-6007

SCHOOL SYSTEM	SPECIAL EDUCATION	VOCATIONAL EDUCATION	VOCATIONAL REHABILITATION
Wayne County Schools	Ms. Kay Lagasse 555 S. Sunset Blvd. Jesup, GA 31545 (912) 427-4244	Mr. Don Blocker Wayne Co. H. S. 1355 West Orange Street Jesup, GA 31545 (912) 427-6773	Mr. Guy McAllister Southeast Dist. Director P. O. Box 1488 Waycross, GA 31501 (912) 285-6007
Webster County Schools	Mr. George Raven P. O. Box 149 Preston, GA 31824 (912) 828-3315	Meredith Walker, Supt. Preston, GA 31824 (912) 828-3315	Mr. Charles Sheppard West District Director 233 12th Street Columbus, GA 31920 (404) 571-7401
West Point City Schools	Ms. Sarah Leonard 1109 Avenue E West Point, GA 31833 (404) 645-1435	J. Terry Jenkins, Supt. 1109 Avenue E West Point, GA 31833 (404) 645-1435	Mr. Charles Sheppard West District Director 233 12th Street Columbus, GA 31920 (404) 571-7401
Wheeler Co. Schools	Ms. Mimi Hall P. O. Box 425 Alamo, GA 30411 (912) 568-3866	Mr. Ronny Clark Wheeler Co. H. S. Alamo, GA 30411 (912) 568-5136	Mr. Marvin Denton Central District Director 707 Pine Street Macon, GA 31208 (912) 744-6000
White County Schools	Ms. Evelyn Free Courthouse Cleveland, GA 30528 (404) 865-2315	William S. Marshall White County High School Old Blairsville Hwy. Cleveland, GA 30528 (404) 865-4936	Mr. Don Parks North District Director 440 Enota Drive, SW Gainesville, GA 30501 (404) 532-5266
Whitfield Co. Schools	Ms. Helen Geesey 1306 S. Thornton Ave. Dalton, GA 30720 (404) 226-1809	Mr. Leon Whitaker Northwest Whitfield Co. High School 1651 Tunnel Hill-Varnell Tunnel Hill, GA 30755 (404) 673-2366 Mr. Bob Greeson Southeast Whitfield Co. High School 1954 Riverbend Road Dalton, GA 30720 (404) 226-2753	Mr. Don Parks North District Director 440 Enota Drive, SW Gainesville, GA 30501 (404) 532-5266
Wilcox County Schools	William Brooks Courthouse Abbeville, GA 31001 (912) 467-2141	Mr. Harry Goodman Wilcox Co. High School Rochelle, GA 31079 (912) 365-7231	Mr. Marvin Denton Central District Director 707 Pine Street Macon, GA 31208 (912) 744-6000

SCHOOL SYSTEM	SPECIAL EDUCATION	VOCATIONAL EDUCATION	VOCATIONAL REHABILITATION
Wilkes County Schools	Ms. Jessie Stewart P. O. Box 279 Thomson Road Washington, GA 30673 (404) 678-2718	James Applewhite Washington-Wilkes H.S. 301 Gordon Street Washington, GA 30673 (404) 678-2426	Mr. Houston Deaver East District Director 1727 Wrightsboro Road Augusta, GA 30904 (404) 828-3101
Wilkinson Co. Schools	Mrs. Marjo Baisden P. O. Box 206 Irwinton, GA 31042 (912) 946-5521	Harold A. Mills, Supt. P. O. Box 206 Courthouse Annex Irwinton, GA 31042 (912) 946-5521	Mr. Marvin Denton Central District Director 707 Pine Street Macon, GA 31208 (912) 744-6000
Worth County Schools	Marcia Arnold 204 E. Franklin St. Sylvester, GA 31791 (912) 776-6943	Dr. Thomas G. Latimer Worth County High School North Monroe Street Sylvester, GA 31791 (912) 776-3495	Mr. Billy Brooks Southwest Dist. Director 415 Pine Avenue Albany, GA 31702 (912) 439-4170

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The following individuals have been designated as the employees responsible for coordinating the department's effort to implement this nondiscriminatory policy.

Title II - Loydia Webber, Vocational Equity Coordinator
Title VI - Peyton Williams Jr., Associate Superintendent of State Schools and Special Services
Title IX - Evelyn Rowe and Myra Tolbert, Coordinators
Section 504 - Jane Lee, Coordinator of Special Education

Inquiries concerning the application of Title II, Title VI, Title IX or Section 504 to the policies and practices of the department may be addressed to the persons listed above at the Georgia Department of Education, State Office Building, Atlanta 30334; to the Regional Office for Civil Rights, Atlanta 30323; or to the Director, Office for Civil Rights, Education Department, Washington, D.C. 20201.